

November State Board Meeting
Des Moines, Iowa
November 19-21, 2008

AGENDA*

Wednesday Evening, November 19
Marriott Hotel, Salons A-B

6:00 p.m. Joint meeting with IASB Board
Reception at 6:00, dinner at 6:30
Program – Dean Fink, IASB Keynote Speaker

Thursday, November 20 – State Board Business Meeting
Renaissance Savery Hotel, Ballroom II

- 8:30 a.m. 1. Call to Order
2. Approve the Agenda
3. Communication
- a. Public Comment
- b. Director Report
4. Consent Agenda
- a. Minutes (Tab A)
- b. Rules: Chapter 21 and 24 – Community Colleges (Adopt) (Tab B)
- c. Rules: Chapter 84 – National Board Certification (Adopt) (Tab C)
- d. Rules: Chapter 17 – Open Enrollment (Adopt) (Tab D)

9:15 a.m. 5. Diversity Initiatives and Activities (Tab E)

10:00 a.m. 6. Condition of Education Report (Tab F)

10:45 a.m. BREAK

11:00 a.m. 7. Breaking Barriers to Learning and Teaching Awards (Tab G)

11:45 a.m. LUNCH

Rosie Hussey
President
Clear Lake

Charles C. Edwards, Jr.
Vice President
Des Moines

Sister Jude Fitzpatrick
West Des Moines

Brian Gentry
Des Moines

Joan Jaimes
Marshalltown

Wayne Kobberdahl
Council Bluffs

Valorie J. Kruse
Sioux City

Max Phillips
Woodward

LaMetta Wynn
Clinton

Kameron Dodge
Student Member
Cambridge

Judy A. Jeffrey
Director and
Executive Officer

- 12:15 p.m. 8. State Board Policy Development Agenda and Master Calendar (Tab H)
- 12:30 p.m. 9. 2008 Iowa Community Colleges Fall Enrollment Report (Tab I)
- 12:45 p.m. 10. Board Reports

Carver Elementary School
Des Moines Community School District
705 E University, Des Moines

- 1:30 – 3:00 p.m. Visit George Washington Carver Preschool Program
Cecil Brewton III, Principal

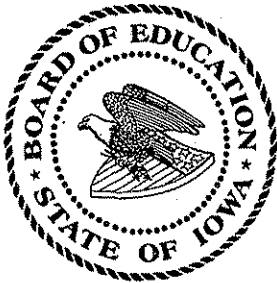
Polk County Convention Center
Room 204-205 (General Session Hall)

- 3:45 – 5:00 p.m. IASB Conference – SECOND GENERAL SESSION
- Introduction of Iowa State Board of Education

Friday, November 21 – IASB Conference (Optional)
Polk County Convention Center

- 8:45 a.m. –
12:30 p.m. Participate in IASB Annual Conference

*Times are estimated and subject to change.



DRAFT

MINUTES OF MEETING
State Board of Education
September 11, 2008

Rosie Hussey
President
Clear Lake

Charles C. Edwards, Jr.
Vice President
Des Moines

Sister Jude Fitzpatrick
West Des Moines

Brian Gentry
Des Moines

Joan Jaimes
Marshalltown

Wayne Kobberdahl
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The September meeting of the State Board of Education was held in the State Board Room, Grimes State Office Building, Des Moines. The following Board members were present: Rosie Hussey, Charlie Edwards, Sister Jude Fitzpatrick, Joan Jaimes, Valorie Kruse, Max Phillips, LaMetta Wynn, and Kameron Dodge. Members absent were: Brian Gentry and Wayne Kobberdahl. Director Judy Jeffrey and Department staff Gail Sullivan, Jeff Berger, Carol Greta, Kent Farver, Kevin Fangman, Elaine Watkins-Miller, Jim Addy, Del Hoover, Tom Cooley, Sharon Hawthorne, Roger Utman, Thomas Mayes, LauraBelle Sherman-Proehl, Arlie Willems, Vladimir Bassis, Jeremy Varner, Tom Schenk, Beverlee Adams and Jody Crane were present. Also in attendance were Bridget Godes, Legislative Staff; Joe Crozier, Great Prairie Area Education Agency; Connie Maxson and David Van Horne, Green Valley Area Education Agency; Diana Gonzalez, Iowa Board of Regents; Laura Doering, Iowa State University; Margaret Buckton, Iowa Association of School Boards; Robin Madison, Legislative Service Agency; Becky Hill and Dan Hanson, Waldorf College; Chris Jones and Mish Morris, Maharishi University; Staci Hupp, *Des Moines Register*; Rod Boshart, *Cedar Rapids Gazette*; Lynn Campbell, Iowa Politics; and Jeneane Beck, Iowa Public Radio.

President Rosie Hussey opened the meeting with a moment of silence in memory of 9/11 victims and families.

State Board Business Meeting

Hussey called the meeting to order. Valorie Kruse moved approval of the agenda as presented. Charlie Edwards seconded.

COMMUNICATION

Public Comment

There was no public comment.

Director Report

Director Judy Jeffrey provided information on the following items:

- ❖ Jeanette Thomas, Department of Education Consultant, is the contact for a new Anti-Violence Campaign initiated as the result of a partnership between a state agency, the Commission on the Status of African Americans, and faith-based institutions in Iowa. This joint initiative will focus on issues such as crime prevention, outreach and gang prevention, and mentoring for at-risk juveniles. Although the campaign will be unveiled in Davenport, programming will be put into action in Des Moines, Waterloo, Sioux City, Cedar Rapids, and other urban areas struggling with youth violence.
- ❖ The First Lady of Iowa, Mari Culver, and Director Jeffrey recently launched GED on Demand. It is a partnership among the Department of Education, Iowa's community college adult literacy programs, Mediacom, and IPTV. This vehicle will provide a needed support for those adult students who cannot spend all their preparation time in a classroom due to transportation, work schedule, or childcare needs. This effort will also help the community colleges in rural areas that are challenged because of a limited number of instructors or class offerings. In Iowa, the distance learning option would combine seat time and the use of programs broadcast to assist learners to work towards their GED and to meet workplace expectations.
- ❖ The U.S. Center for Citizen Diplomacy (U.S. Center) and the Iowa Department of Education have formed a partnership to help Iowa students attain global awareness and understanding. The U.S. Center and the Department will work together to identify essential concepts and skills for K-12 students to be successful global citizens. The Global Literacy skills and concepts will be a voluntary component of the Iowa Core Curriculum 21st Century Skills.
- ❖ The Director provided an update on Iowa education to the Iowa Business Council at their meeting in Muscatine. She also represented the Chief State School Officers on a panel in Atlanta focused on science, technology, engineering, and mathematics. She presented the case for high quality teachers, the shortages being faced, and the need for increased student achievement. She attended a Research and Development meeting focused on the resources needed to help all students become proficient in algebra. Discussions were held on the need to rethink standards, curriculum, and instruction.

- ❖ Discussions have also been held between the Director and the representatives from the Chinese delegation located in Iowa to begin a teacher exchange partnership. Conversations are continuing.
- ❖ The University of Northern Iowa president, Ben Allen, and Director Jeffrey have selected the members for the subcommittees to complete a legislative report regarding the creation of a Research and Development K-12 school for the state of Iowa. The subcommittees will provide a report by January 15 regarding the financing options and the implementation strategies for program and transition.

CONSENT AGENDA

Minutes

The minutes of the July 31-August 1, 2008, State Board of Education meeting were approved.

BOARD ACTION/DISCUSSION AGENDA

Rules: Chapter 31, Competent Private Instruction and Dual Enrollment

Carol Greta, Legal Counsel, provided an overview of Chapter 31, Competent Private Instruction and Dual Enrollment rules. She indicated that no changes had been made to this chapter since 1996. The Network of Iowa Christian Home Educators (NICHE) had provided input and the Department undertook a thorough review of these rules. Greta discussed the proposed substantive changes. She recommended approval of these Chapter 31 rule amendments.

Motion: It was moved by Sister Jude Fitzpatrick and seconded by Max Phillips to approve the proposed amendments to Chapter 31, Competent Private Instruction and Dual Enrollment for notice of intended action.

Vote: The motion carried unanimously.

Rules: Chapter 103, Corporal Punishment

Consultant Thomas Mayes, Bureau of Student and Family Support Services, reviewed the recommended changes to the Chapter 103, Corporal Punishment rules. He discussed the written and oral comments

made at the public hearing. Several rule changes were proposed following the suggested concerns.

Mayes indicated the proposed amendments offer more detail than is presently in the current rule regarding allowable parameters when a student is physically confined or detained. Board member questions were addressed and the following action took place.

Motion: It was moved by Max Phillips and seconded by Valorie Kruse to approve the adoption of the proposed amendments to Chapter 103.

Vote: The motion carried unanimously.

State Board Legislative Agenda for 2009

Jeff Berger, Legislative and Policy Liaison, outlined the proposed State Board legislative priority platform for the upcoming legislative session. The platform is used to communicate funding and policy priorities to legislators, the general public and a variety of stakeholders. Board members reviewed the platform and requested changes. It was agreed the changes would be made and sent to the Board for their review.

Motion: It was moved by Sister Jude and seconded by Valorie Kruse that the proposed legislative priorities for 2009 be approved with recommended changes and a revised copy be sent to the Board for perusal.

Vote: The motion carried unanimously.

AEA Accreditation Reports (Green Valley and Great Prairie)

Tom Cooley, School Improvement Consultant and Sharon Hawthorne, Special Education Consultant, Co-leaders of the AEA Site Visit Team, presented information for Green Valley Area Education Agency and Great Prairie Area Education Agency accreditation visits. Demographic information, the site visit process, and the make-up of the accreditation site visit team were shared.

Cooley and Hawthorne reviewed the strengths and areas of improvement found in the site visits for each of these agencies.

Hawthorne shared that because of the new requirements for IDEA 2004, the Department is trying to integrate more special education monitoring into the accreditation process.

Cooley stated that the accreditation work will continue to try to provide AEAs with clear expectations regarding the nine AEA standards that are outlined in Iowa Code and Iowa Administrative Code Chapter 72.

Motion: It was moved by Max Phillips and seconded by Charles Edwards to approve continuing accreditation for Green Valley Area Education Agency and Great Prairie Area Education Agency.

Vote: The motion carried unanimously.

Regents Articulation Website

Diana Gonzalez, Policy and Operations Officer, Iowa Board of Regents; and Laura Doering, Director of Transfer Relations, Iowa State University; provided a demonstration of the articulation website (TransferInIowa.org). The website was developed as a result of a 2007 legislative directive. The website was designed to assist community college students determine how the courses they have taken, or would like to take, might apply to a four-year degree at one of the Regent universities. This concept will facilitate the Senior Year Plus program by helping high school students who take courses at an Iowa community college determine which postsecondary courses will transfer.

Offers for FY10

Jeff Berger, Legislative and Policy Liaison; and Kent Farver, Chief, Office of Internal Administrative Services; presented a summary of the draft offers and reviewed the Offers process. All state agencies are required by the Iowa Code to submit to the Governor's Office and the Department of Management an appropriations request for the following fiscal year no later than October 1.

Information was presented on the following offers: 1) Educator Quality; 2) Four-Year-Old Preschool; 3) Early Childhood/Shared Visions; 4) State Aid to School Districts; 5) Community College State Aid; 6) Department of Education Functions and Duties and Data Warehouse; 7) State Support for Special Education Service Birth to Three; 8) State Aid to Nonpublic Schools; 9) Child Nutrition; 10) Iowa Jobs for America's Graduates; 11) Vocational Education Secondary; 12) Before and After School Grants; 13) Empowerment Funds; 14) State Library: Sustaining a State of Learners; 15) Library Service Areas; 16) State Library: Enrich Iowa; 17) ICN Part III Leases; 18) Senior Year Plus; 19) Core Curriculum; and 20) Community College Infrastructure.

Board members and staff discussed these offers.

Waldorf College's Practitioner Preparation Program

Arlie Willems, Administrative Consultant, Practitioner Preparation; introduced Dan Hansen, and Rebecca Hill, from Waldorf College. Willems indicated that this was the first full visit to Waldorf College after their initial visit. Waldorf started out as a three-year, year-round program. They are now a four-year program. This has been a result of their evaluation and assessment. The number of teachers they recommend for licensure has grown steadily since 2005 (2005-14 teachers, 2006-17 teachers, 2007-24 teachers).

Willems indicated that the visit was conducted on February 3-6, 2008. The team examined six standard areas: Governance and Resources, Diversity, Faculty, Clinical, Candidate Assessment, and Program Assessment. Dr. Willems identified the strengths and concerns in each of these standard areas.

Following a discussion of the concerns, Willems indicated that all items noted for attention in the report have been satisfactorily addressed and she recommended the Waldorf College practitioner preparation program for full approval.

Motion It was moved by Sister Jude Fitzpatrick and seconded by Max Phillips that the Waldorf College practitioner preparation program be granted full approval through the next state visit cycle scheduled for the 2012-2013 academic year.

Vote: The motion carried unanimously.

Maharishi University of Management Practitioner Preparation Program

Arlie Willems, Administrative Consultant, Practitioner Preparation; introduced Chris Jones, and Mish Morris from Maharishi University. Willems indicated that this is a small and very unique program.

Willems indicated that the visit was conducted on October 29-31, 2007, and student teachers were visited in the spring of 2008.

The team examined six standard areas: Governance and Resources, Diversity, Faculty, Clinical, Candidate Assessment, and Program Assessment. Dr. Willems identified the strengths and concerns in each of these standard areas.

Motion It was moved by Max Phillips and seconded by LaMetta Wynn that the Maharishi University practitioner preparation

program be granted full approval through the next state visit cycle scheduled for the 2012-2013 academic year.

Vote: The motion carried unanimously.

Iowa Community College Performance Indicators Report

Roger Utman, Administrator, and Vladimir Bassis, Consultant, shared information on the Iowa Community College Performance Indicators Report. Roger Utman explained that the last time there was a five-year state plan for community colleges was in 2001 and that that was the original plan. There were four goals developed at that time and a fifth goal was added two years later. The report has been redesigned from being narrative to look more at data.

Vladimir Bassis reviewed the performance indicators related to the five goals. The goals are as follows: Goal #1: The community colleges of Iowa will provide high quality comprehensive educational programs and services accessible to all Iowans. Goal #2: The community colleges of Iowa will develop high-skilled workers to meet the demands of Iowa's economy. Goal #3: The community colleges of Iowa will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level. Goal #4: The community colleges of Iowa will demonstrate effectiveness and efficiency for achieving the system mission and goals. Goal #5: The community colleges of Iowa will recruit, enroll, retain to completion or graduation persons of underrepresented groups in all programs. Recruit and retain persons from minority racial/ethnic groups in faculty and administrative roles.

A comment was made that the presented report is a big improvement. Also, discussion occurred on how the report will be disseminated and a board member suggested that a few bullet points might be added to offer analysis.

2008-09 Academic Year, Iowa Community Colleges Tuition and Fees Report

Roger Utman, Administrator; Jeremy Varner, Consultant; and Tom Schenk, Consultant; shared information on the 2008-09 Academic Year, Iowa Community Colleges Tuition and Fees Report. Schenk presented an overview of tuition and fees at community colleges. Varner provided a regional and national comparison of community colleges.

Board Reports

Sister Jude Fitzpatrick has a Coordinating Council for Hearing Services meeting coming up at the end of the month.

LaMetta Wynn attended an ICN meeting at the Department.

Max Phillips provided an update on the work being done by the Institute for Tomorrow's Workforce.

Valorie Kruse indicated that she has a meeting in two weeks for the Wallace foundation.

Kameron Dodge will be providing a State Board welcome at the upcoming High School Summit and will also participate.

Joan Jaimes attended an orientation to the Iowa Jobs for America's Graduates board.

Rosie Hussey attended a local legislative forum and will be attending the NASBE annual meeting.

Rosie Hussey declared the meeting adjourned.

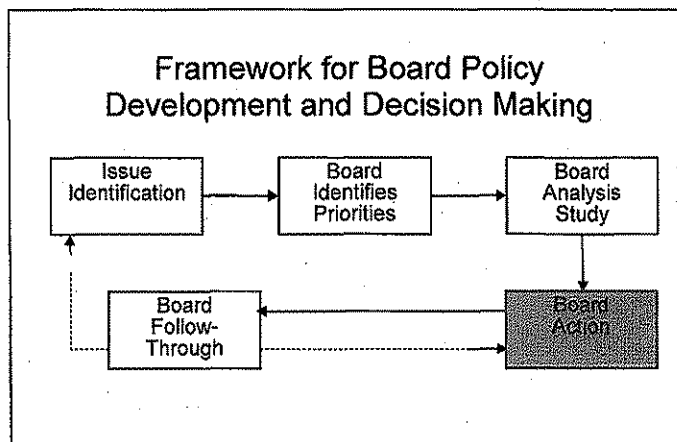
Rosie Hussey
President

Judy A. Jeffrey, Director and
Executive Officer

Iowa State Board of Education

Executive Summary

November 20, 2008



Agenda Item:

Chapter 21 Rules, Community Colleges and Chapter 24, Community College Accreditation (Adopt)

Iowa Goal:

(3) Individuals will pursue postsecondary education in order to drive economic success.

Equity Impact Statement:

All community colleges are governed by these rules.

Presenter:

None (Consent)

Attachments:

1

Recommendation:

It is recommended that the State Board adopt and file the following amendments to these chapters.

Background:

Notice of Intended Action was published in the August 27, 2008, Iowa Administrative Bulletin. A public hearing was held on September 19, 2008, and public comments were allowed until close of business on that same date. A total of 13 persons attended the public hearing.

Only one comment was received pertinent to this rulemaking from which the Department made a change. A representative of the Des Moines Area Community College (DMACC) noted that both the terms "school term" and "traditional semester" are used in paragraph "a" of subrule 21.3(4), and that there should be consistency. The Department agrees, and has adjusted the language accordingly. Otherwise, these amendments are identical to those published under Notice.

The other concerns raised questions about the underlying legislation itself. The Department cannot deviate in rulemaking from the language of the legislation, so no other changes to the rules are being made.

EDUCATION DEPARTMENT [281]
Adopted and Filed

Pursuant to the authority of Iowa Code section 256.7(5), the State Board of Education hereby proposes to amend Chapter 21, "Community Colleges," and Chapter 24, "Community College Accreditation," Iowa Administrative Code.

Items 1 to 5 and 10 to 12 address legislation in 2007 Iowa Acts, chapter 214, sections 21 to 23, and 2008 Iowa Acts, House File 2679, sections 27 to 29. The subject matter addressed deals with the Quality Faculty Committee established in Iowa Code section 260C.36, and accreditation standards regarding community college faculty. Until the Department completes the transfer of all agency rules regarding accreditation of community colleges to Chapter 24, certain rules appear in both Chapters 21 and 24.

Regarding Item 6, 2008, Iowa Acts, House File 2679, section 26, changed the formula by which funds allocated to the Department are distributed to all 15 community colleges to supplement faculty salaries. The former distribution formula was based on the proportional share of each community college's total salary expenditures in the instructional and instructional part-time categories in the education functions of liberal arts and sciences and vocational-technical to the total salary expenditures for all community colleges in such functions (pursuant to 2007 Iowa Acts, chapter 215, section 31). The new legislation states that the distribution formula shall be based on the number of full-time equivalent instructors employed by each community college in proportion to the total number of such instructors employed by all Iowa community colleges. Finally, the new legislation directed the State Board of Education to define by rule "eligible full-time equivalent instructor." The definition is the total of full-time faculty plus the fractions of part-time faculty who are covered by a collective bargaining agreement.

Items 7 to 9 incorporate the expansion in 2008 Iowa Acts, House File 2651, section 16, of the locations at which the course for drinking drivers may be offered to include the state correctional facilities listed in Iowa Code section 904.102 (presently those are the correctional institution for women, the Anamosa and Fort Madison penitentiaries, the Oakdale medical and classification center, the correctional facilities at Rockwell City, Mount Pleasant, Clarinda, Newton, and Fort

Dodge). The legislation also mandates that the Department of Education consult with the Departments of Public Health and Corrections for approval of such courses.

An agencywide waiver provision is provided in 281—Chapter 4.

Notice of Intended Action was published in the August 27, 2008, Iowa Administrative Bulletin as ARC #7090B. A public hearing was held on September 19, 2008, and public comments were allowed until close of business on that same date. The public hearing originated at the Grimes State Office Building and was simultaneously narrowcast at eight remote ICN sites. A total of 13 persons attended the public hearing. Only one comment was received pertinent to this rulemaking from which the Department made a change. A representative of the Des Moines Area Community College (DMACC) noted that both the terms "school term" and "traditional semester" are used in paragraph "a" of subrule 21.3(4), and that there should be consistency. The Department agrees, and has adjusted the language accordingly. Otherwise, these amendments are identical to those published under Notice.

The other public comments raised questions about the underlying legislation itself. The Department cannot deviate in rulemaking from the language of the legislation, so no other changes to the rules are being made. Those concerns question the appropriateness of adjunct faculty having professional development plans, of the burden on human resource officers of adjunct faculty having professional development plans, of adjunct faculty (and all instructors teaching credit coursework) being required to meet minimum faculty standards by July 1, 2011, and use of the term "media specialist" regarding quality faculty plans.

These amendments are intended to implement 2008 Iowa Acts, House File 2679, section 26; 2008 Iowa Acts, House File 2651, section 16; and Iowa Code sections 260C.36 and 260C.48(1) as amended by 2007 Iowa Acts, chapter 214, sections 21 to 23 (Senate File 588), and by 2008 Iowa Acts, House File 2679, sections 27 to 29.

The following amendments are adopted.

ITEM 1. Amend subrule **21.3(1)** as follows:

21.3(1) Minimum standards. Community college-employed instructors ~~teaching full-time who are under contract for at least half-time or more and teach~~ in career and technical education and or arts and sciences shall meet minimum standards. By July 1, 2011, all instructors who teach in career and technical education or arts and sciences shall meet minimum standards. In accordance with ~~2002 Iowa Acts, chapter 1047, section 8 Iowa Code Supplement section 260C.48(1) as amended by 2008 Iowa Acts, House File 2679,~~ standards shall at a minimum require that full-time community college instructors who are under contract for at least half-time or more, and by July 1, 2011, all instructors, meet the following requirements:

a. and b. No change.

c. ~~Full-time developmental~~ Developmental education and adult education instructors employed half-time or more may or may not meet minimum requirements depending on their teaching assignments and the relevancy of standards to the courses they are teaching and the transferability of such courses. If instructors are teaching credit courses reported in arts and sciences or career and technical education, it is recommended that these instructors meet minimum standards set forth in subrule 21.3(1), paragraph "a" or "b." By July 1, 2011, all instructors teaching credit courses designed to transfer or to complete a degree shall meet minimum standards.

ITEM 2. Amend subrule **21.3(2)**, definition of "Instructors meeting minimum requirements," as follows:

"Instructors meeting minimum requirements." A community college instructor meeting the minimum requirements of ~~2002 Iowa Acts, chapter 1047, section 8 Iowa Code Supplement section 260C.48(1) as amended by 2008 Iowa Acts, House File 2679,~~ is a ~~full-time~~ an instructor under contract for at least half-time or more, teaching college credit courses. Beginning July 1, 2011, a community college instructor meeting the minimum requirements is an instructor teaching college credit courses. Credit courses ~~should~~ shall meet requirements as specified in rule 281-21.2(260C), and meet program requirements for college parallel, career and technical education, and career-option programs as specified in rule 281-21.4(260C) and Iowa Code chapter 260C.

ITEM 3. Amend subrule **21.3(3)** as follows:

21.3(3) Accreditation status. ~~The results of the department of education's on-site visits required by Iowa Code subsections 260C.36(1)"h" and 260C.36(3) will be reported to each community college with information to be used in accreditation visits starting in year 2006.~~ Beginning July 1, 2006, ~~the~~ The state accreditation process shall incorporate the standards developed pursuant to 2002 Iowa Acts, chapter 1047, section 9 Iowa Code Supplement section 260C.36 as amended by 2008 Iowa Acts, House File 2679.

ITEM 4. Amend subrule **21.3(4)** as follows:

21.3(4) Faculty load.

- a. *College parallel.* The full-time teaching load of an instructor in college parallel programs shall not exceed a maximum of 16 credit hours per school term traditional semester or the equivalent. An instructor may also have a teaching assignment outside of the normal school hours; provided the instructor consents to this additional assignment and the total workload does not exceed the equivalent of 18 credit hours per school term within a traditional semester.
- b. *Career and technical education.* The full-time teaching load of an instructor in career and technical education programs shall not exceed six 6 hours per day, and an aggregate of 30 hours per week or the equivalent. An instructor may also teach the equivalent of an additional three 3 credit hours provided the instructor consents to this additional assignment. When the teaching assignment includes classroom subjects (nonlaboratory), consideration shall be given to establishing the teaching load more in conformity with that of paragraph "a" of this subrule.

ITEM 5. Amend subrule **21.3(6)** as follows:

21.3(6) Quality faculty plan. ~~By October 1, 2002, each~~ The community college must establish a quality faculty committee consisting of instructors and administrators to develop and maintain a plan for hiring and developing quality faculty. The committee must have equal representatives of arts and ~~science~~ sciences and career and technical faculty with no more than a simple majority of members of the same gender. Faculty must be appointed by the certified employee organization representing faculty, if any, and administrators must be appointed by the college's administration.

If no faculty-certified employee organization representing faculty exists, the faculty will be appointed by administration pursuant to Iowa Code subsection section 260C.48(4). The committee must submit the plan to the board of directors for consideration, approval and submittal to the department of education.

a. For purposes of this subrule, the following definitions shall apply.

(1) "Counselor" means those who are classified as counselors as defined in the college's collective bargaining agreement or written policy.

(2) "Media specialist" means those who are classified as media specialists as defined in the college's collective bargaining agreement or written policy.

a. b. The institutional quality faculty plan is applicable to all community college-employed faculty teaching college credit courses, counselors, and media specialists. The plan requirements may be differentiated for each type of employee. The plan shall include, at a minimum, each of the following components:

(1) An implementation schedule for the plan. The committee shall submit the plan to the board of directors, which shall consider the plan and, once approved, submit the plan to the department and implement the plan no later than July 1, 2003. It is recommended that an implementation schedule include a needs assessment and timelines for evaluation, revision, completion and approval dates. Plan maintenance. The quality faculty committee shall submit proposed plan modifications to the board of directors for consideration and approval. It is recommended that the plan be updated at least annually.

(2) A determination of the faculty and staff to be included in the plan including, but not limited to, all instructors teaching college credit courses, counselors, and media specialists.

(2) (3) Orientation for new faculty. It is recommended that new faculty orientation be initiated within six months from the hiring date. It is recommended that the orientation of new faculty be flexible to meet current and future needs and provide options other than structured college courses for faculty to improve teaching strategies, curriculum development and evaluation strategies. It is recommended that the college consider developing a faculty mentoring program.

~~(3)~~ (4) Continuing professional development for faculty. It is recommended that the plan clearly specify required components including time frame for continuing professional development for faculty. It is recommended that the plan include the number of hours, courses, workshops, professional and academic conferences or other experiences such as industry internships, cooperatives and exchange programs that faculty may use for continuing professional development. It is recommended that the plan include prescribed and elective topics such as discipline-specific content and educational trends and research. Examples of topics that may be considered include dealing with the complexities of learners, skills in teaching adults, curriculum development, assessment, evaluation, enhancing students' retention and success, reaching nontraditional and minority students, improving skills in implementing technology and applied learning, leadership development, and issues unique to a particular college. ~~The plan may be inclusive for all college staff, including adjunct and part-time faculty.~~ The institutional quality faculty plan shall include professional development components for all instructional staff, counselors, and media specialists, and may include reciprocity features that facilitate movement from one college to another.

~~(4)~~ (5) Procedures for accurate record keeping and documentation for plan monitoring. It is recommended that the plan identify the college officials or administrators responsible for the administration, record keeping and ongoing evaluation and monitoring of the plan. It is recommended the plan monitoring, evidence collected, and records maintained showing implementation of the plan be comprehensive in scope. It is recommended that the plan provide for the documentation that each faculty member appropriately possesses, attains or progresses toward attaining minimum competencies.

~~(5)~~ (6) Consortium arrangements where appropriate, cost-effective and mutually beneficial. It is recommended that the plan provide an outline of existing and potential consortium arrangements including a description of the benefits, cost-effectiveness, and method of evaluating consortium services.

~~(6)~~ (7) Specific activities that ensure that faculty attain and demonstrate instructional competencies and knowledge in their subject or technical areas. It is recommended that the plan

identify faculty minimum competencies and explain the method or methods of determining and assessing competencies. It is recommended that the plan contain procedures for reporting faculty progress. It is recommended that faculty be notified at least once a year of their progress in attaining competencies. It is recommended that the plan include policies and provisions for length of provisional status for faculty who do not meet the minimum standards in Iowa Code section 260C.48, ~~as amended by 2002 Iowa Acts, House File 2394~~. It is recommended that provisional status of individual faculty members not exceed five years.

(7) (8) Procedures for collection and maintenance of records demonstrating that each faculty member has attained or documented progress toward attaining minimum competencies. It is recommended that the plan specify data collection procedures that demonstrate how each full-time faculty member has attained or has documented progress toward attaining minimum competencies. It is recommended that the plan incorporate the current department of education management information system data submission requirements by which each college submits complete human resources data files electronically as a part of the college's year-end reporting.

(8) (9) Compliance with the faculty accreditation standards of the North Central Association of Colleges and Schools and with faculty standards required under specific programs offered by the community college that are accredited by other accrediting agencies. It is recommended that the plan provide for the uniform reports with substantiating data currently required for North Central Association of Colleges and Schools accreditation.

~~b. Between July 1, 2003, and June 30, 2006, the department of education shall review the plan and conduct on-site visits to ensure each community college's compliance and progress in implementing a quality faculty plan. At a minimum, the department shall visit five community colleges each year until the department has conducted on-site visits at 15 community colleges. The colleges will be given at least a 30-day notice of an on-site visit with a written explanation of materials that will be requested prior to and during the visit. The colleges shall provide information deemed necessary by the department. The department shall review the following:~~

c. The department of education shall notify the community college when the department requires a modified quality faculty plan be submitted. The department shall review the plan during

the state accreditation on-site visits to ensure each community college's compliance and progress in implementing a quality faculty plan as approved by the local board of directors. The department shall review the following:

(1) Documents submitted by the college that demonstrate that the plan includes each component required by paragraph 21.3(6)"a."

(2) Documentation submitted by the college that the board of directors approved the plan.

(3) Documentation submitted by the college that the college is implementing the approved plan, including, but not limited to, ~~evidence that the college is meeting the implementation schedule and time frames outlined in the plan;~~ evidence of plan monitoring, evaluation and updating; evidence that the faculty has attained, or is progressing toward attaining, minimum competencies and standards contained in Iowa Code section 260C.48 as amended by 2002 Iowa Acts, House File 2394; 2008 Iowa Acts, House File 2679 and 2007 Iowa Acts, Senate File 588; evidence that faculty members have been notified of their progress toward attaining minimum competencies and standards; and evidence that the college meets the minimum accreditation requirements for faculty required by the North Central Association of Colleges and Schools.

(4) Documentation that the college administration encourages the continued development of faculty potential as defined in 2002 Iowa Acts, House File 2394, ~~section 5~~ Iowa Code Supplement section 260C.36 as amended by 2008 Iowa Acts, House File 2679.

(5) Documentation of the human resources report submitted by the college through the department's community college management information system. ~~Following the on-site visit to each community college, the department shall submit a report summarizing the department's findings to the community college. This report will indicate the college's compliance and progress in implementing the faculty plan and include any suggested improvements and recommendations. All colleges will have received on-site visits and reports summarizing such visits by July 1, 2006.~~

ITEM 6. Amend subrule **21.3(7)** as follows:

21.3(7) Faculty salary allocation plan. Pursuant to the appropriation to the department of funds from the state general fund to the department for the purpose of supplementing community

college faculty salaries, the department follows the formula herein when distributing such funds to community colleges.

a. For purposes of this subrule, the following definitions apply.

(1) "Full-time faculty" means those nonadministrative instructors, counselors, and librarians who are classified as full-time employees as defined in the college's collective bargaining agreement or written policy.

(2) "Part-time faculty" means those nonadministrative instructors, counselors, and librarians who are employed less than full-time as defined in the college's collective bargaining agreement or written policy and who are covered by the college's collective bargaining agreement. For purposes of the definition of "eligible full-time equivalent instructor," each part-time faculty person shall be counted as a fraction that accurately reflects the person's percentage of employment by the college when compared to a full-time faculty person.

(3) "Temporary/seasonal faculty" means those nonadministrative instructors, counselors, and librarians who are employed, full-time or part-time, by the college for short periods of time for specific purposes.

(4) "Adjunct faculty" means those nonadministrative instructors, counselors, and librarians who are employed without a continuing contract, whose teaching load does not exceed one-half time for two full semesters or three full quarters per calendar year.

(5) "Eligible full-time equivalent instructor" means the total of full-time faculty and part-time faculty where each full-time faculty counts as one, and each part-time faculty counts as a fraction that accurately reflects the person's percentage of employment by the college when compared to a full-time faculty person.

b. The appropriation shall be distributed to the community colleges based on their proportional share of ~~salary expenditures recorded in the instructional and instructional part-time categories and incurred in the liberal arts and sciences and vocational-technical functions. Salary expenditures for staff classified by the college as temporary/seasonal or as adjunct shall not be included in the eligible expenditures when calculating the distribution~~ eligible full-time equivalent instructors.

c. to e. No change.

ITEM 7. Amend rule **281—21.31(321J)** as follows:

281—21.31(321J) Course. A course provided according to this chapter shall be offered on a regular basis at each community college or by a substance abuse treatment program licensed under Iowa Code chapter 125, and may be offered at a state correctional facility listed in Iowa Code section 904.102. However, a community college shall not be required to offer the course if a substance abuse treatment program licensed under Iowa Code chapter 125 offers the course within the merged area served by the community college.

Enrollment in the course is not limited to persons ordered to enroll, attend, and successfully complete the course required under Iowa Code sections 321J.1 and 321J.17, subsection 2. However, any person under the age of 18 who is required to attend the courses for violation of Iowa Code section 321J.2 or 321J.17 must attend a course offered by a substance abuse treatment program licensed under Iowa Code chapter 125.

Any instructional course shall be approved by the department of education in consultation with the community colleges, and substance abuse treatment programs licensed under Iowa Code chapter 125, the Iowa department of public health, and the Iowa department of corrections.

Each course of instruction shall establish the following:

1. to 5. No change.

ITEM 8. Amend rule **281—21.32(321J)** as follows:

281-21.32(321J) Tuition fee established.

1. Each person enrolled in an instructional course for drinking drivers shall pay to the community college, ~~or to a substance abuse treatment program licensed under Iowa Code chapter 125, or a state correctional facility~~ a tuition fee of \$85 for the approved 12-hour course, plus a reasonable book fee or \$185 for the court-ordered approved 28-hour weekend course, plus a reasonable book fee. For the court-ordered approved 28-hour weekend course, the community college or the substance abuse treatment program licensed under Iowa Code chapter 125 shall set a reasonable fee for lodging, meals, and security.

2. A person shall not be denied enrollment in a course by reason of a person's indigency. For court-ordered placement, the court shall determine a person's indigency. In all other instances, the community college, ~~or the substance abuse treatment program licensed under Iowa Code chapter 125, or state correctional facility~~ shall determine indigence upon application.

ITEM 9. Amend **281—Chapter 21**, Division III, implementation sentence, as follows:

The rules in this division are intended to implement Iowa Code section 321J.22 as amended by 2003 Iowa Acts, chapter 180, section 60 2008 Iowa Acts, House File 2651, section 16.

ITEM 10. Amend rule **281—24.3(260C)**, definition of "Instructors meeting minimum requirements," as follows:

"Instructors meeting minimum requirements." A community college instructor meeting the minimum requirements of Iowa Code Supplement section 260C.48, subsection 1, 260C.48(1) as amended by 2008 Iowa Acts, House File 2679, is a full-time instructor an instructor under contract for at least half-time or more teaching college credit courses. Beginning July 1, 2011, a community college instructor meeting the minimum requirements is an instructor teaching college credit courses. Credit courses shall meet requirements as specified in rule 281—21.2(260C), and meet program requirements for college parallel, career and technical education, and career-option programs as specified in rule 281—21.4(260C) and Iowa Code chapter 260C.

ITEM 11. Amend rule **281—24.5(260C)** as follows:

281—24.5(260C) Accreditation components and criteria—additional state standards. To be granted accreditation by the state board of education, an Iowa community college must also meet ~~four~~ five additional standards pertaining to minimum standards for faculty; faculty load; special needs; and vocational education evaluation; and quality faculty plan.

24.5(1) Faculty. ~~Community college-employed instructors teaching full-time in career and technical education and arts and sciences, in accordance with Iowa Code section 260C.48, subsection 1, shall meet, at a minimum, the following requirements: Community college-employed instructors who are under contract for at least half-time or more, and by July 1, 2011, all instructors who teach in career and technical education or arts and sciences shall meet minimum standards. In accordance with Iowa Code Supplement section 260C.48(1) as amended~~

by 2008 Iowa Acts, House File 2679, standards shall at a minimum require that community college instructors who are under contract for at least half-time or more, and by July 1, 2011, all instructors meet the following requirements:

a. and b. No change.

c. ~~Full-time developmental~~ Developmental education and adult education instructors employed half-time or more may or may not meet minimum requirements depending on their teaching assignments and the relevancy of standards to the courses they are teaching and the transferability of such courses. If instructors are teaching credit courses reported in arts and sciences or career and technical education, it is recommended that these instructors meet minimum standards set forth in 281- subrule 21.3 (1), paragraph "a" or "b." By July 1, 2011, all instructors teaching credit courses shall meet minimum standards.

24.5(2) Faculty load.

a. No change.

b. *Career and technical education.* The full-time teaching load of an instructor in career and technical education programs shall not exceed 6 hours per day, and an aggregate of 30 hours per week or the equivalent. An instructor may also teach the equivalent of an additional 3 credit hours, provided the instructor consents to this additional assignment. When the teaching assignment includes classroom subjects (nonlaboratory), consideration shall be given to establishing the teaching load more in conformity with that of paragraph 24.5(2) "a."

24.5(3) No change.

24.5(4) ~~Vocational~~ Career and technical education evaluation. The community college vocational career and technical program review and evaluation system must ensure that the programs:

a. to g. No change.

ITEM 12. Adopt the following new subrule 24.5(5):

24.5(5) Quality faculty plan. The community college shall establish a quality faculty committee consisting of instructors and administrators to develop and maintain a plan for hiring and developing quality faculty. The committee shall have equal representatives of arts and sciences

and career and technical faculty with no more than a simple majority of members of the same gender. Faculty shall be appointed by the certified employee organization representing faculty, if any, and administrators shall be appointed by the college's administration. If no faculty-certified employee organization representing faculty exists, the faculty shall be appointed by administration pursuant to Iowa Code section 260C.48(4). The committee shall submit the plan to the board of directors for consideration, approval and submittal to the department of education.

a. For purposes of this subrule, the following definitions shall apply.

(1) "Counselor" means those who are classified as counselors as defined in the college's collective bargaining agreement or written policy.

(2) "Media specialist" means those who are classified as media specialists as defined in the college's collective bargaining agreement or written policy.

b. The institutional quality faculty plan is applicable to all community college-employed faculty teaching college credit courses, counselors, and media specialists. The plan requirements may be differentiated for each type of employee. The plan shall include, at a minimum, each of the following components:

(1) Plan maintenance. The quality faculty committee shall submit proposed plan modifications to the board of directors for consideration and approval. It is recommended that the plan be updated at least annually.

(2) A determination of the faculty and staff to be included in the plan including, but not limited to, all instructors teaching college credit courses, counselors, and media specialists.

(3) Orientation for new faculty. It is recommended that new faculty orientation be initiated within six months from the hiring date. It is recommended that the orientation of new faculty be flexible to meet current and future needs and provide options other than structured college courses for faculty to improve teaching strategies, curriculum development and evaluation strategies. It is recommended that the college consider developing a faculty mentoring program.

(4) Continuing professional development for faculty. It is recommended that the plan clearly specify required components including time frame for continuing professional development for faculty. It is recommended that the plan include the number of hours, courses, workshops,

professional and academic conferences or other experiences such as industry internships, cooperatives and exchange programs that faculty may use for continuing professional development. It is recommended that the plan include prescribed and elective topics such as discipline-specific content and educational trends and research. Examples of topics that may be considered include dealing with the complexities of learners, skills in teaching adults, curriculum development, assessment, evaluation, enhancing students' retention and success, reaching nontraditional and minority students, improving skills in implementing technology and applied learning, leadership development, and issues unique to a particular college. The institutional quality faculty plan shall include professional development components for all instructional staff, counselors, and media specialists and may include reciprocity features that facilitate movement from one college to another.

(5) Procedures for accurate record keeping and documentation for plan monitoring. It is recommended that the plan identify the college officials or administrators responsible for the administration, record keeping and ongoing evaluation and monitoring of the plan. It is recommended the plan monitoring, evidence collected, and records maintained showing implementation of the plan be comprehensive in scope. It is recommended that the plan provide for the documentation that each faculty member appropriately possesses, attains or progresses toward attaining minimum competencies.

(6) Consortium arrangements where appropriate, cost-effective and mutually beneficial. It is recommended that the plan provide an outline of existing and potential consortium arrangements including a description of the benefits, cost-effectiveness, and method of evaluating consortium services.

(7) Specific activities that ensure that faculty attain and demonstrate instructional competencies and knowledge in their subject or technical areas. It is recommended that the plan identify faculty minimum competencies and explain the method or methods of determining and assessing competencies. It is recommended that the plan contain procedures for reporting faculty progress. It is recommended that faculty be notified at least once a year of their progress in attaining competencies. It is recommended that the plan include policies and provisions for length

of provisional status for faculty who do not meet the minimum standards in Iowa Code section 260C.48. It is recommended that provisional status of individual faculty members not exceed five years.

(8) Procedures for collection and maintenance of records demonstrating that each faculty member has attained or documented progress toward attaining minimum competencies. It is recommended that the plan specify data collection procedures that demonstrate how each full-time faculty member has attained or has documented progress toward attaining minimum competencies. It is recommended that the plan incorporate the current department of education management information system data submission requirements by which each college submits complete human resources data files electronically as a part of the college's year-end reporting.

(9) Compliance with the faculty accreditation standards of the North Central Association of Colleges and Schools and with faculty standards required under specific programs offered by the community college that are accredited by other accrediting agencies. It is recommended that the plan provide for the uniform reports with substantiating data currently required for North Central Association of Colleges and Schools accreditation.

c. The department of education shall notify the community college when the department requires a modified quality faculty plan be submitted. The department shall review the plan during the state accreditation on-site visits to ensure each community college's compliance and progress in implementing a quality faculty plan as approved by the local board of directors. The department shall review the following:

(1) Documents submitted by the college that demonstrate that the plan includes each component required by paragraph "b" of this subrule.

(2) Documentation submitted by the college that the board of directors approved the plan.

(3) Documentation submitted by the college that the college is implementing the approved plan, including, but not limited to, evidence of plan monitoring, evaluation and updating; evidence that the faculty has attained, or is progressing toward attaining, minimum competencies and standards contained in Iowa Code section 260C.48 as amended by 2008 Iowa Acts, House File 2679 and 2007 Iowa Acts, Senate File 588; evidence that faculty members have been notified of

their progress toward attaining minimum competencies and standards; and evidence that the college meets the minimum accreditation requirements for faculty required by the North Central Association of Colleges and Schools.

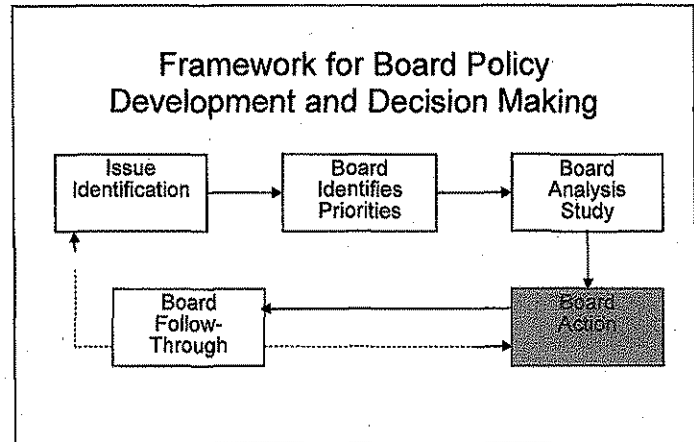
(4) Documentation that the college administration encourages the continued development of faculty potential as defined in Iowa Code Supplement section 260C.36 as amended by 2008 Iowa Acts, House File 2679.

(5) Documentation of the human resources report submitted by the college through the department's community college management information system.

Iowa State Board of Education

Executive Summary

November 20, 2008



Agenda Item: Chapter 84 Rules, National Board Certification (Adopt)

Iowa Goal: (2) All K-12 students will achieve at high levels.

Equity Impact Statement: All licensed Iowa school teachers are potentially impacted by these rules.

Presenter: None (Consent)

Attachments: 1

Recommendation: It is recommended that the State Board adopt the proposed amendments to this chapter.

Background: 2007 Iowa Acts, chapter 108, sections 6 and 7, phased out the financial incentives provided to Iowa teachers who become certified by the National Board for Professional Teaching Standards. A teacher must have registered for such certification by December 31, 2007, to qualify for the reimbursement award under rule 84.3. In addition, a teacher must have registered for such certification by December 31, 2007, and achieve certification within the timelines and policies established by the National Board to be eligible for the annual award under rule 84.4.

Notice of Intended Action was published in the August 27, 2008, Iowa Administrative Bulletin. Public comments were allowed until 4:30 p.m. on September 16, 2008. No written or oral comments were received.

EDUCATION DEPARTMENT [281]

Adopted and Filed

Pursuant to the authority of Iowa Code section 256.7(5), the State Board of Education hereby amends Chapter 84, "Financial Incentives for National Board Certification," Iowa Administrative Code.

2007 Iowa Acts, chapter 108, sections 6 and 7 (Iowa Code Supplement section 256.44(1)), phased out the financial incentives provided to Iowa teachers who become certified by the National Board for Professional Teaching Standards. A teacher must have registered for such certification by December 31, 2007, to qualify for the reimbursement award under rule 281—84.3(256). In addition, a teacher must have registered for such certification by December 31, 2007, and have achieved certification within the timelines and policies established by the National Board to be eligible for the annual award under rule 281—84.4(256).

An agencywide waiver provision is provided in 281—Chapter 4.

Notice of Intended Action was published in the August 27, 2008, Iowa Administrative Bulletin as ARC #7092B. Public comments were allowed until 4:30 p.m. on September 16, 2008. No written or oral comments were received.

This amendment is identical to that published under Notice.

These amendments are intended to implement Iowa Code Supplement section 256.44(1).

These amendments shall become effective January 21, 2009.

The following amendments are adopted.

ITEM 1. Amend rule **281—84.1(256)** as follows:

281—84.1(256) Purpose. National Board Certification (NBC) is available to teachers nationwide and requires candidates to demonstrate their teaching practice as measured against high and rigorous standards. NBC teachers enhance the educational experience of their students and motivate fellow teachers toward excellence in classroom teaching. These rules implement the two financial incentive pilot programs enacted by the Iowa legislature to increase the number of NBC teachers in Iowa.

NOTE: Pursuant to Iowa Code Supplement section 256.44, the financial incentives for NBC teachers are available only to teachers who registered for national board certification on or before December 31, 2007. Funds are available to honor the registration reimbursements in rule 84.3(256) and the annual awards in rule 84.4(256) for eligible individuals.

ITEM 2. Amend paragraph **84.3(1)“e”** as follows:

e. The individual completes the department's application process, which includes submitting verification of NBC registration. The teacher must have registered with NBPTS no later than December 31, 2007.

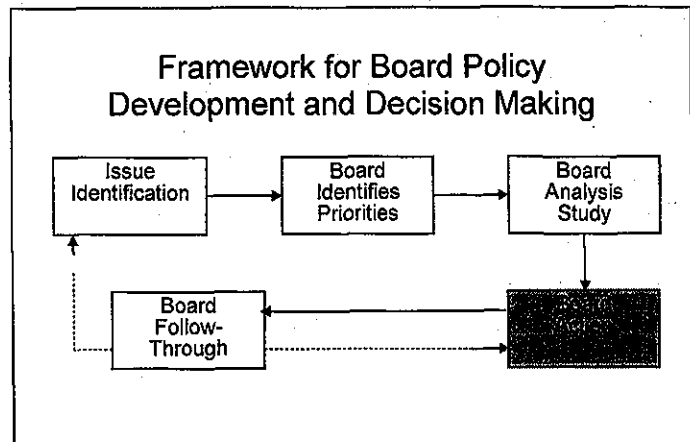
ITEM 3. Amend subrule **281—84.4(1)**, introductory paragraph, as follows:

84.4(1) Eligibility. Individuals In addition to having registered with NBPTS no later than December 31, 2007, and achieving certification within NBPTS-established timelines and policies, individuals eligible for the NBC annual award shall meet all of the following qualifications:

Iowa State Board of Education

Executive Summary

November 20, 2008



- Agenda Item:** Chapter 17 Rules, Open Enrollment (Adopt)
- Iowa Goal:** (2) All K-12 students will achieve at high levels.
- Equity Impact Statement:** All school districts are governed by the open enrollment law and its rules.
- Presenter:** None (Consent)
- Attachments:** 1
- Recommendation:** It is recommended that the State Board adopt and file the proposed amendments to this chapter.
- Background:** 2008 Iowa Acts, House File 2700, section 108 changed the funding formula for students enrolled in a home school assistance program from .6 per pupil funding to .3 per pupil finding. In addition, the amendment to subrule 17.10(6) clarifies a misunderstanding about the phrase "number of quarters." School districts may not lawfully pay for services not rendered; all tuition of any type is prorated to the day of service. The reference to quarterly ("Quarterly payments shall be made to the receiving district.") in Iowa Code section 282.18, subsection 9, refers to when payments are made from one district to another; it does not refer to the amount or how to calculate such payments. Striking the reference to quarters in the subrule allows to Department to give clearer guidance on this to districts. Finally, subrule 17.10(2) is amended to clarify which district counts home schooled pupils who are dually enrolled.
- Notice of Intended Action was published in the August 27, 2008, Iowa Administrative Bulletin. Public comments were allowed until 4:30 p.m. on September 16, 2008. No written or oral comments were received.

EDUCATION DEPARTMENT [281]

Adopted and Filed

Pursuant to the authority of Iowa Code section 256.7(5), the State Board of Education hereby amends Chapter 17, "Open Enrollment," Iowa Administrative Code.

In accordance with 2008 Iowa Acts, House File 2700, section 108, the Board amends rule 281—17.10(282) to change the funding formula for students enrolled in a home school assistance program from .6 per pupil to .3 per pupil. In addition, subrule 17.10(6) is amended to clarify a misunderstanding about the phrase "number of quarters." School districts may not lawfully pay for services not rendered; all tuition of any type is prorated to the day of service. The reference to "quarterly" ("quarterly payments shall be made to the receiving district") in Iowa Code section 282.18, subsection 9, refers to when payments are made from one district to another; it does not refer to the amount of such payments or how to calculate them. Striking the text in subrule 17.10(6) that refers to the number of quarters allows the Department to give clearer guidance on this matter to districts. Finally, subrule 17.10(2) is amended to clarify which district shall count home schooled pupils who are dually enrolled.

An agencywide waiver provision is provided in 281—Chapter 4.

Notice of Intended Action was published in the August 27, 2008, Iowa Administrative Bulletin as ARC #7093B. Public comments were allowed until 4:30 p.m. on September 16, 2008. No written or oral comments were received.

This amendment is identical to that published under Notice.

This amendment is intended to implement 2008 Iowa Acts, House File 2700, section 108.

This amendment shall become effective January 21, 2009.

The following amendment is adopted.

Amend rule **281—17.10(282)** as follows:

281—17.10(282) Method of finance. Open enrollment options shall be made available for pupils at no instructional cost to their parents/guardians. Open enrollment pupils shall be considered enrolled resident pupils in the resident district and shall be included in the certified enrollment count of that district for the purposes of generating school foundation aid.

17.10(1) No change.

17.10(2) *Dual enrolled pupils.* Unless otherwise agreed to in the mediation under paragraph 17.4(6)"b," for pupils who receive competent private instruction and are dual enrolled, the resident district shall pay each year to the receiving district an amount equal to .1 times the state cost per pupil for the previous year plus any moneys received for the pupil as a result of non-English speaking weighting provided by Iowa Code section 280.4. However, a pupil dual enrolled in grades nine through twelve shall be counted by the receiving district in the same manner as a shared-time pupil under Iowa Code section 257.6(1)"c."

17.10(3) *Home school assistance program pupils.* Unless otherwise agreed to in the mediation under paragraph 17.4(6)"b," for pupils who receive competent private instruction and are registered for a home school assistance program, the resident district shall pay each year to the receiving district an amount equal to ~~.6~~ .3 times the state cost per pupil under Iowa Code chapter 257 for the previous year plus any moneys received for the pupil as a result of non-English speaking weighting provided by Iowa Code section 280.4.

17.10(4) and 17.10(5) No change.

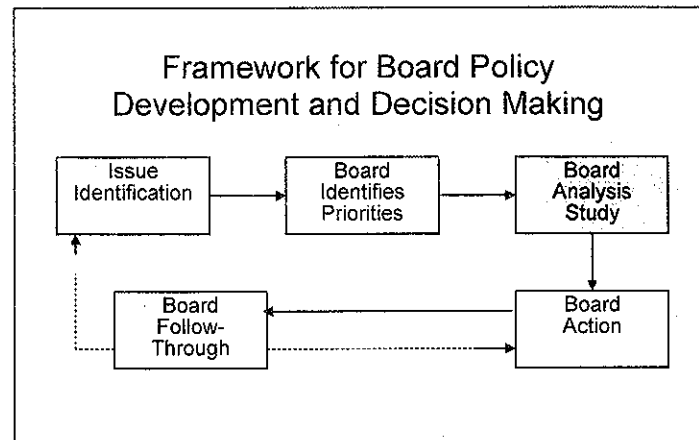
17.10(6) *Partial-year situations.* In the event that the pupil who is under open enrollment withdraws from school, moves into the district of attendance, moves out of state, moves to another district in the state of Iowa and elects to attend that district, graduates at midyear, is allowed to return to the district of residence during the school year, or other similar set of circumstances that result in the pupil no longer attending in the receiving district, payment of cost per pupil will be prorated ~~based on the number of~~ quarters of school enrollment.

17.10(7) and 17.10(8) No change.

Iowa State Board of Education

Executive Summary

November 20, 2008



Agenda Item: Diversity Initiatives and Activities

Iowa Goal:

- 2) All K-12 students will achieve at a high level.
- 3) Individuals will pursue postsecondary education in order to drive economic success.

Equity Impact Statement: The Department must support the learning of all students if they are expected to achieve at a high level.

Presenter: Kevin Fangman, Administrator
Division of PK-12 Education

Roger Utman, Administrator
Division of Community Colleges and Workforce Preparation

Attachments: 3

Recommendation: It is recommended that the State Board listen and discuss the information about initiatives that support diverse learners in the Iowa.

Background: Iowa's student population is becoming increasingly diverse. The Department has many initiatives to support K-12 students. Some of these initiatives are specific to diverse learners, while others are targeted at struggling learners, and others are for all learners.

Diversity Initiatives in Iowa

As Iowa's student population has continued to diversify racially, culturally, linguistically, and socioeconomically, it is important that we strive to support each and every child in Iowa schools. The Iowa Department of Education (Department) focuses its resources on supporting educators and administrators in Iowa so they are prepared to meet the needs of all learners in Iowa classrooms.

In the past, districts have been awarded funds to encourage the implementation and use of research-based strategies that have had the highest probability of improving student achievement by narrowing the achievement gap. Successful districts focused on maintaining a commitment to cultural competency training, providing professional development that utilized research-based strategies, sustaining high expectations for students, and creating partnerships between schools, families, communities, and businesses.

The Continuous Improvement Process is central to the development, implementation, and evaluation of the impact of all initiatives at the Department. The cycle includes these functions: Data collection and analysis, goal identification, selection of content/strategies, development and implementation of training, implementation, ongoing formative data collection, and summative program evaluation.

The following pages highlight some of the initiatives in Iowa that support diverse learners. Many of these initiatives have been developed at the Department and delivered through our area education agencies (AEAs).

8th Grade Plan

The plan begins with the students in grade 8 this year (graduating class of 2013) and includes the coursework needed to support the school's graduation and core curriculum requirements. The plan includes career options and identifies the coursework needed to support the student's postsecondary education and career possibilities.

The Department, in partnership with the Iowa College Student Aid Commission (ICSAC), provides free access, training and support to every Iowa secondary school and secondary student for this comprehensive electronic career planning tool (Iowa Choices). Each school district will report to the student and their family annually, the student's progress toward completing the core curriculum and graduation requirements.

The components of the plan are: creating an electronic student portfolio (linked to the city and school), a career finder assessment and saved careers, a cluster finder assessment and saved careers, a course plan built utilizing their saved career option(s) and their schools course handbook, a parent approval form (printed or electronic) and summary of these steps. All of these components are self-contained within the "Iowa Guideways", of Iowa Choices to enable a student to complete the state components for

this legislation within an electronic portfolio. This section is a self-directed tool for the student and provides the opportunity for the student to complete at different times or at different computers.

School professionals have the ability to provide communication, feedback, and counsel to the student's portfolio. Professional educator tools include research and white papers on career development, lesson plans for career integration, educational links, and Iowa labor market information. Data on completion of the state components is also available within the professional tools. Each school can collect specific student data on career information within the system such as saved careers and career clusters, schools, college applications, course plans, and active portfolios.

Career development is an ongoing process for every Iowa student. Students in their adolescent years "try on" career possibilities as they grow and learn. The 8th grade plan and career information in Iowa Choices provides a common foundation for Iowa students to learn, collect, and plan as they manage their future of career and schooling possibilities.

Breaking Barriers to Teaching and Learning Award

The *Breaking Barriers to Teaching and Learning Award* was created by the State Board of Education to recognize successful efforts to eliminate achievement gaps by improving instruction, curriculum and programs, and professional development opportunities for school staff. Districts earn the award if they make significant improvement among any subgroup of students in at least one grade level and subject, without allowing any other subgroup of students to decline significantly. Districts are recognized for this award every fall.

Disproportionality

The 2004 IDEA amendments and the 2006 regulations for implementation require school districts to analyze data on significant disproportionality related to special education identification, restrictive placement, and/or students who have been suspended or expelled. If schools are significantly disproportionate in any of these areas, they must reserve 15 percent of their IDEA grants to provide comprehensive Coordinated Early Learning Services.

The following activities are included in the District Action Plans filed by districts that were required to develop plans for Coordinated Early Intervening Services as a result of their identification as districts with significant disproportionality.

The plans and activities are those that districts are planning on implementing during the 2008-2009 school year.

1. Certain districts are in their second year of implementing what they have been learning in regards to Differentiation of Instruction. In order to assist them with the implementation, they are improving their assessment tools and processes. They will be developing tools that will allow them to have more timely data that will be used to screen students earlier in the year. This screening will allow for better matching of students to the interventions that they need. It will also provide data that will be used during the year to make changes to intervention groups.
2. Many districts are implementing co-teaching models in their middle schools and high schools. These models assist students with IEPs but also assist struggling students that are English Language Learners (ELL) as well.
3. Certain districts are supplementing their current ELL services with additional time and resources that will directly impact student support and learning.
4. A number of districts have implemented the use of grade level meetings amongst building staff. These staff meetings are to accomplish the following:
 - Plan universal screening procedures for students
 - Complete data analysis - hold "data days" throughout the year
 - Implement a tiered system of supports and interventions
 - Organize and oversee student mentoring and after school programs targeted at literacy
 - Provide parent workshops
5. A number of districts will conduct focused professional development. Some of the Topics will include:
 - Diversity and Cultural Competency Workshops
 - Improving Schools for African American Students: A Reader for Educational Leaders
 - Through Ebony Eyes
 - Ruby Payne's Framework for Addressing Poverty
6. Many districts are implementing Response to Intervention or Instructional Decision Making as a way to meet the needs of all learners. They are continuing to implement the following:
 - Gathering of universal screening data on all students
 - Improving their core instruction - Reading and Math
 - Data analysis
 - Learning and working together as teams of teachers and administration
 - Designing and implementing tiers of interventions
 - Progress monitoring
7. Based on district and grade level data, certain districts have implemented Early Literacy Efforts. These begin after the first quarter of first grade and first semester of kindergarten. The strategies focus on non-proficient and struggling readers. They provide direct instruction on: phonological awareness, alphabetic principal, vocabulary and comprehension.

8. Certain districts are also providing intensive one-on-one tutoring for identified struggling readers, including students of color. When the intervention best matches their skill need, they are using the Orton-Gillingham reading approach.
9. One district is in its second year of providing Early Intervention Counseling. A counselor is scheduled in all of the district's elementary schools. The focus of the work is with kindergarten through second grade students whose social-emotional and /or behavioral issues placed them at-risk for difficulty in the general education setting. This counselor also works with parents and assists them in working with their students' behaviors at home. The counselor also provides professional development for teachers by sharing researched best practices that assist educators in becoming more culturally competent.
10. Districts are working with members of their community in order to better support minority students and their families. They have involved administrators from organizations in their communities, pastors, and leaders in the African American community. They have also supported their staff in attending conferences at the state and national level that address the topic of disproportionality and the needs of diverse students.
11. More districts across the state are learning about and beginning to implement Positive Behavioral Support strategies. The procedures, processes, strategies and learning opportunities provide educators with skills that address the systems that need to be in place for all learners to learn and be successful.
12. Many districts are finding a variety of methods that encourage families to become involved with their student's education. They are being creative about getting parents and families to come to school for activities and meetings. They are also going out into the community to homes, centers, and libraries to make linkages with families.

GED on Demand

Iowa Public Television, Mediacom and the Iowa Department of Education's Division of Community Colleges and Workforce Preparation have partnered to make IPTV's **GED Connection** programs available to Iowa's Mediacom Digital Cable customers in Iowa via their "On Demand" programming service at no charge. This will enable viewers in Mediacom's service area to view **GED Connection** programs at their convenience. This service officially launched on October 1, 2008.

The 39 programs are designed to serve as a tool to help GED instructors help students prepare to take the GED Test Battery at an Iowa GED Test Center. The programs include writing, reading, social studies, science, and mathematics instructional content. **GED Connection** programs are also streamed on IPTV's Adult Literacy website (www.iptv.org/education)

Iowa Culture and Language Conference

The Iowa Culture and Language Conference (ICLC) is one of the most important initiatives supported by the Title III section of the Iowa Department of Education. It is also one of the most significant expressions of multiculturalism and pro-diversity education in our state.

Over 950 people attended last year's conference. There were participants from over 14 states, such that the ICLC has become a model for multicultural and inclusive education. There were high quality presentations and workshops on theoretical and practical aspects of language instruction and cultural diversity from some of the world's leading experts. There were high quality socio-cultural events that strengthened and deepened Iowa's sense of itself as a community of cultures.

Iowa is a living, breathing organism composed of many cultures and communities. Each culture and community has a variety of languages. The relationships between the cultures are constantly redefined and re-negotiated. To effectively offer English-language instruction means to understand this complex of people, ideas, practices, language and culture. Deeper education cannot take place without such understanding. The ICLC brings together in one place the many voices – the educational, academic, cultural, artistic, economic, and social – to reflect on the best of our experiences and create a better learning community.

The ICLC's workshops and activities are planned and executed by the people who are professional and community people involved in the everyday practice of language and cultural education, not just educational experts. Such education is both in the classroom and in the community. Educational experts are very important but those same experts recognize that they themselves are only part of the equation.

Iowa's own professional educators have expressed a need and desire for the kind of cultural and linguistic competencies that will facilitate high-quality instruction. Greater awareness of social issues such as immigration, religion, and cultural history are as significant to quality instruction as the theory and practices of assessment, grammar, and classroom management. Again, good programs must be organically related to the communities that they serve. The enthusiastic exchange of ideas and experience creates the kind of cross fertilization of skills and perspectives that keeps our programs rooted and effective.

Learning Supports

Broadly defined, Learning Supports are activities, programs, services, initiatives, and structures (beyond core curriculum, instruction and assessment) that are intended to facilitate learning and the development of each and every learner to ensure student success in school and in life. Content areas for learning supports include:

Supports for Instruction that foster healthy cognitive, social-emotional, and physical development. Supports for instruction are multiple ways of providing supports to ensure that children and youth have the full benefit of quality instruction. Some examples of supports for instruction include, 21st Century Community Learning Centers, After School Programs, and Alternative Education.

Family Supports and Involvement that promote and enhance the involvement of parents and family members in education. Some examples of family supports and involvement include the Parent-Educator Connection, Head Start, Shared Visions, and Parent Information Resource Center.

Community Partnerships that promote school partnerships with multiple sectors of the community to build linkages and collaborations for youth development services, opportunities, and supports. Some examples of community partnerships include 21st Century Community Learning Centers, GEAR UP, and At-Risk and Dropout Prevention.

Safe, Healthy and Caring Learning Environments that ensure the physical and psychological well-being and safety of all children and youth through positive youth development efforts and proactive planning for management of emergencies, crises and follow-up. Some examples of safe, healthy and caring learning environments include Counseling and Guidance, Health Promotion Initiative, Olweus Bullying Prevention Program, and School-wide Positive Behavioral Supports.

Supports for Transitions that enhance the school's ability to address a variety of transition concerns that confront children, youth and their families. Some examples of supports for transitions include counseling and guidance, transition IEP, and the 8th grade plan.

Child/Youth Engagement that promote opportunities for youth to be engaged in and contribute to their communities. Some examples of child/youth engagement include 21st Century Community Learning Centers, Service Learning and Before and After school programs.

In order to develop and implement a comprehensive and integrated system of learning supports for Iowa schools, barriers to learning must be identified and removed. In addition, supports need to be established in all of the above content areas and across multiple levels of learners (core, supplemental, and intensive). The needs of target populations (as defined by such characteristics as race/ethnicity, disability, giftedness, socioeconomic status, gender, Gay, Lesbian, Bisexual, Transgender [GLBT], and language) are considered when gaps in services and successful strategies are identified.

Learning Supports uses existing frameworks, such as the Iowa Professional Development Model and Instructional Decision Making to provide common language, reduce fragmentation, and avoid duplication of efforts within the educational community. Statewide, Learning Supports shares common goals and coordinates efforts with the Iowa Collaboration for Youth Development.

Collaborative Teams

Department of Education Learning Supports Team – Six staff at the Department have responsibility for the development of an integrated and comprehensive statewide system of learning supports. In addition to the leadership that they provide to Learning Supports, they are also responsible for the following individual statewide initiatives which would be considered part of the overall system of learning supports in Iowa:

- | | | |
|-----------------------------------|-------------------------------------|------------------------------|
| ♦ Positive Behavior Supports | ♦ Component Recovery/Tracking | ♦ GEAR UP |
| ♦ Iowa High School Project | ♦ Dropout Pilot – Transition Study | ♦ Olweus |
| ♦ Dropout Prevention Pilots | ♦ Intensive Supports | ♦ LINC |
| ♦ Reducing Suspensions/Expulsions | ♦ Learning Supports Content Network | ♦ Mental Health Coordination |

AEA Learning Supports Coordinators – Each AEA has an identified Learning Supports Coordinator. In some cases, AEAs have developed Learning Supports Teams. The Coordinators participate in training/consultation with national Learning Supports experts and partner with DE staff in the development of tools that will be used across multiple levels (state, AEA, district, and school) to implement systems of learning supports, monitor the implementation, and evaluate the effectiveness of learning supports through identified results and indicators.

Statewide Learning Supports Advisory Team - The Learning Supports Advisory Team (LSAT) is a statewide, cross-agency/organization think-tank developed to assist in providing guidance to the Department to create an integrated system that supports all students in achieving success at school and in life. LSAT is focused on: (1) identifying problems/needs that must be attended to as a state, (2) researching possible solutions to identified problems/needs, (3) recommending and/or guiding the development of specific solutions, and (4) identifying and dealing with triage areas. LSAT seeks to integrate, align and embed activities, initiatives, programs, training and professional development across the areas of social, emotional, behavioral, mental health and achievement.

The impact of learning supports on student achievement will be determined by regular review of Department result areas and indicators that have been aligned with result areas and indicators established by the Iowa Collaboration for Youth Development.

Whenever such data is available, indicator data will be disaggregated to determine the impact on target populations (race/ethnicity, disability, giftedness, socioeconomic status, gender, GLBT, and language.)

Our Kids Summer Institute

According to the Center for Research on Education, Diversity and Excellence (CREDE), the face of American education is changing radically (2006). Increasingly, students in K-12 classrooms come from families with diverse linguistic and cultural backgrounds. According to Darling-Hammond (2006), schools and teacher education programs have begun to rethink pre-service and in-service professional development to take into account the need for teachers to work effectively with students learning English. New approaches to teacher education are based on the belief that ELLs access to challenging content can be enhanced through teaching strategies that provide multiple pathways to the understanding of language and content. Because students must use language to acquire academic content in mainstream classes, second language teaching must be integrated with the social, cultural, and political contexts of language use.

In an effort to address these challenges, Our Kids Summer Institute was developed and implemented in an effort to provide on-going targeted professional development based upon the Iowa context. District and building administrators, institutes of higher education (IHE), teacher educators and teacher candidates, community college instructors, K-12 educators, consultants, and staff are provided targeted training to support their role in maximizing ELL success in Iowa's K-12 schools. Our Kids Summer Institute is designed around the philosophy of team-based learning and features nationally recognized speakers, ELL teaching strategies in the content areas, and experiential training in cross-cultural competence. Participants return to their respective professional roles with a wealth of ideas and resources and are accountable for implementing and documenting their learning. Our Kids Summer Institute, in conjunction with the Iowa Culture and Language Conference, has become a vital link in Iowa that educators rely on to maintain a supportive network for the infusion of ELL best practice.

Project POWER UP (Providing Opportunities for Administrators with English Language Learners in Rural and Urban Programs)

A critical shortage area in rural states relates to the number of administrators who are versed in ELL best practice. According to Brown University (2006), administrators in rural states, such as Iowa, often do not place ELL policy, budget, and other support mechanisms very high among the school's priorities. The Power Up grant seeks to address the critical shortage area of qualified administrators who are versed in the unique needs of at risk ELL populations and to assist them in making policy decisions

related to ELLs. Project POWER UP will result in an increased number of administrators with the ELL Leadership Certificate who have the appropriate leadership and cross-cultural competencies to make a significant impact and maximize the success of ELL students in their districts.

The POWER UP Project is part of a comprehensive effort to improve leadership, teaching, and learning through a combination of research based intensive coursework, high quality professional development, and alignment of the ELL Leadership Certificate program with K-12 State standards and assessments. The ELL Leadership Certificate coursework includes 12 graduate-credit hours and reflects up-to-date knowledge from research and effective practice. They are aligned with K-12 state standards and assessments, including English language proficiency standards and content standards. Successful completion of the coursework will result in an ELL Leadership certification and administrative candidates will be better prepared to meet the challenges of school leadership in the 21st century.

Stem Equity Pipeline Project

The purpose of the Stem Equity Pipeline Project is to expand options for women and girls in science, technology, engineering and math. This effort is a collaborative effort between State Teams and an Extension of Services Group of leading researchers and practitioners in gender equity and STEM education to:

- Build the capacity of the formal education community to implement research-based approaches proven to increase the participation and completion of females, including those with disabilities, in STEM education;
- Institutionalize the implemented strategies by connecting the outcomes to existing accountability systems; and
- Broaden the commitment to gender equity in STEM education.

The individuals who receive training will share their expertise through a variety of existing systems. The primary method will be through offering workshops/sessions in the following ways:

- Ongoing professional development offerings through AEAs
- Targeted workshops for science/math consultants at the state, AEA and school district level.
- Special workshops/sessions at existing conferences:
 - Iowa High School Summit
 - Iowa Science Teachers Conference
 - Iowa Math Teachers Conference
- Incorporation of gender components into community college programs offered by the Regent universities.
- Ongoing technical assistance via Department consultants
- Webinars, ICN, and workshops offered by Regent Institutions

Teacher Development Academies

In order to improve instruction and increase student achievement, quality professional development must be provided. Through the implementation of the Iowa Professional Development Model (IPDM), Iowa's teachers will be better prepared to implement research-based instruction that has a direct impact on reading, mathematics, and science achievement.

Educational research and the professional literature in K-12 education have consistently shown that the instruction provided by teachers in classrooms has a direct impact on the achievement of students. Investment in quality professional development is critical to increasing the skills of teachers to improve student learning.

Over the past three school years, Iowa's districts have had the opportunity to participate in Teacher Development Academies (TDAs) aimed at increasing teacher skills and student achievement. The TDAs feature research-based content and are designed to support local school districts and AEAs in offering professional development based on the IPDM. The five academies include:

- **Question-Answer Response (QAR):** A professional development opportunity for middle and high school teams who have targeted improved student performance for staff development. This academy focuses on a question and answer strategy intended to improve students' reading comprehension in the content areas. To date, 21 school teams from 19 school districts have participated in QAR.
- **Concept-Oriented Reading Instruction (CORI):** This academy engages upper elementary and middle school teams in a research-based classroom instructional model emphasizing reading engagement, reading comprehension, and conceptual learning in science and other content areas in order to improve reading achievement. To date, teams from 12 schools representing eight school districts have participated in CORI.
- **Second Chance Reading (SCR):** A program that provides a specific course for struggling readers at the middle and high school levels. To date, 96 schools from 56 school districts have participated in SCR.
- **Cognitively Guided Instruction (CGI):** A teacher professional development program based on over 20 years of research. The training targets primary level elementary school teams. CGI is a framework for understanding how children learn the concepts of numbers, operations and algebra, and is integrated into current mathematics instruction. To date, teams from 24 elementary schools from 15 school districts have participated in CGI.
- **Authentic Intellectual Work (AIW):** This is an instructional approach emphasizing cognitive complexity, or teaching for understanding. AIW is characterized by *construction of knowledge* through the use of *disciplined inquiry*, to produce discourse, products, or performances that have *value beyond school*. To date, 36 schools have participated in AIW.

STEM Equity Pipeline



The STEM Equity Pipeline Project will:

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National Alliance for Partnerships in Equity Education Foundation

P.O. Box 369, Cochranville, PA 610.593.8038 fax 610.593.7283 www.napequity.org

Forming a State Team

State Team Composition

The most important criteria for any member of your STEM Equity Pipeline State Team is that they have a personal passion and professional commitment to increasing the participation of women and girls in science, technology, engineering and math (STEM) career and technical education programs at the secondary and community college level.

State Contact(s)

Each state participating in the Project must identify a lead contact. In the case where there are separate secondary and postsecondary agencies participating, there should be one person from each agency assigned this responsibility. This person:

- must be working full-time in the agency
- will be the main contact for the STEM Equity Pipeline Facilitator assigned to work with the state
- will organize and provide leadership for the State Team



State Leadership Team Members Consisting of Approximately 8-10 persons will:

- be trained to conduct training in the 5 Step Program Improvement Process.
- work with the STEM Equity Pipeline Facilitator to design State Team professional development and implementation of the 5 Step Program Improvement Process training.
- work with the STEM Equity Pipeline Evaluators to provide STEM career cluster and related data for use in the 5 Step training and for project evaluation purposes.
- function as the State Team planning committee and provide leadership to the State Team to implement their STEM Equity Pipeline plan.
- attend the STEM Equity Pipeline State Team Leadership Training in Washington, DC April 6-10, 2008. Each state team will receive up to \$7500 in travel reimbursement to support members of the state team to attend the training.

State Team Member Will:

- participate in State Team identified professional development to build their own professional development and technical assistance capacity through bi-monthly webinars, three webcasts and an annual professional development meeting.
- provide "extension services" to local teachers, administrators and staff at middle schools, high schools, and community colleges

STEM Equity Pipeline



Funded by a grant from the National Science Foundation, GSE/EXT: STEM Equity Pipeline Project, Grant No. HRD-0734056

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STEM Equity Pipeline

**"Expanding Options
for Women and Girls in
Science, Technology,
Engineering and Math"**



The STEM Equity Pipeline Project is a collaborative effort between State Teams and an Extension Services Group of leading researchers and practitioners in gender equity and STEM education to:

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- BROADEN the commitment to gender equity in STEM education.**

Step 1: Document Performance Results.

The first step in the process is to describe state and school/college performance on the core indicators by comparing performance levels between schools/colleges, student populations, and programs over time. This step uses summary statistics and basic graphs and charts to document performance and identify improvement priorities.

Step 2: Identify Root Causes.

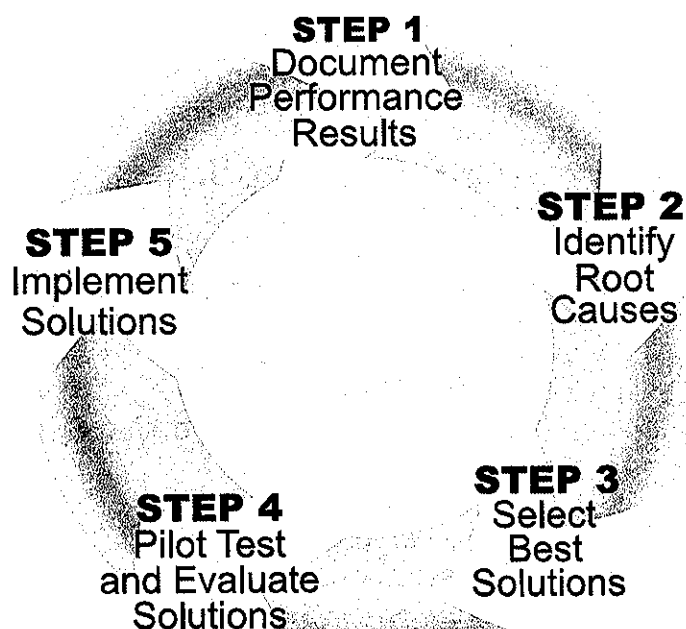
The second step is to analyze performance data and use additional information and methods to determine the most important and most direct causes of performance gaps that can be addressed by improvement strategies and specific solutions. This step encourages states to use multiple methods to identify and evaluate potential causes and select a few critical root causes as the focus of improvement efforts.

Step 3: Select Best Solutions.

The third step is to identify and evaluate potential solutions to performance problems, including both improvement strategies and program models, by reviewing and evaluating the underlying logic of these solutions and the empirical evidence of their effectiveness in achieving performance results.

Step 4: Pilot Test and Evaluate Solutions.

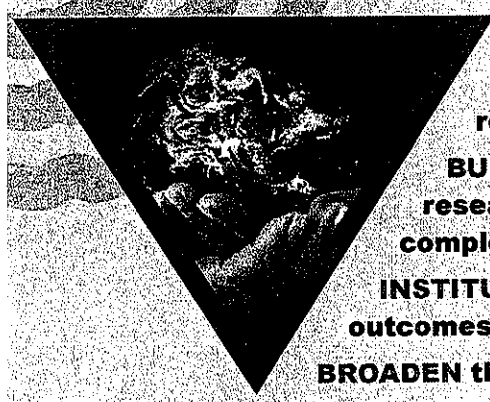
The fourth step is to conduct pilot testing and evaluation of solutions. This step presents practical yet rigorous methods and tools for evaluating solutions before full implementation at the state or institutional levels.



Step 5: Implement Solutions. The fifth step is to implement fully tested solutions based on plans that evaluate the success of the solution in reaching the expected performance results. This step also addresses how to use evaluation results to plan the next steps in state and local improvement efforts.

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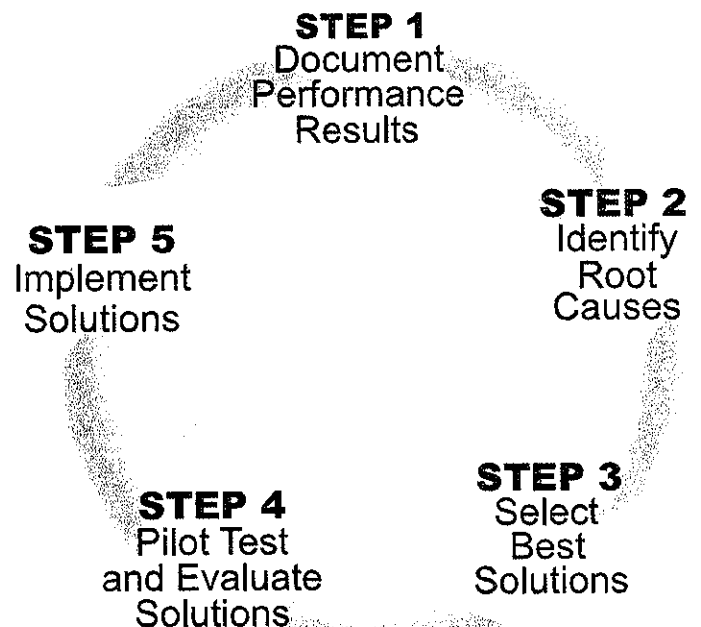
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National Science Foundation,
GSE/EXT: STEM Equity
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www.stemequitypipeline.org



STEM Equity pipeline

**"Expanding Options
for Women and Girls in
Science, Technology,
Engineering and Math"**

STEM-Related Career Clusters

Today's global economy has presented great challenges for the U.S. In order to compete effectively in the current global economy the U.S. must bring together industry leaders and educators to increase the population's skills in STEM (Science, Technology, Engineering and Math). The need for qualified individuals in scientific and engineering-related fields has far outgrown the needs of the general workforce.

**Science, Technology, Engineering,
and Mathematics (STEM)**
Engineering and Technology
Science and Mathematics

Architecture & Construction
Design/Pre-Construction
Construction
Maintenance/Operations

**Agriculture, Food, and
Natural Resources**
Food Products and Processing Systems
Plant Systems
Animal Systems
Power, Structural & Technical Systems
Natural Resources Systems
Environmental Service Systems
Agribusiness Systems

Health Science
Therapeutic Services
Diagnostic Services
Health Informatics
Support Services
Biotechnology Research
and Development

Information Technology
Network Systems
Information Support and Services
Interactive Media
Programming and
Software Development

Manufacturing
Production
Manufacturing Production
Process Development
Maintenance, Installation and Repair
Quality Assurance
Logistics and Inventory Control
Health, Safety and
Environmental Assurance

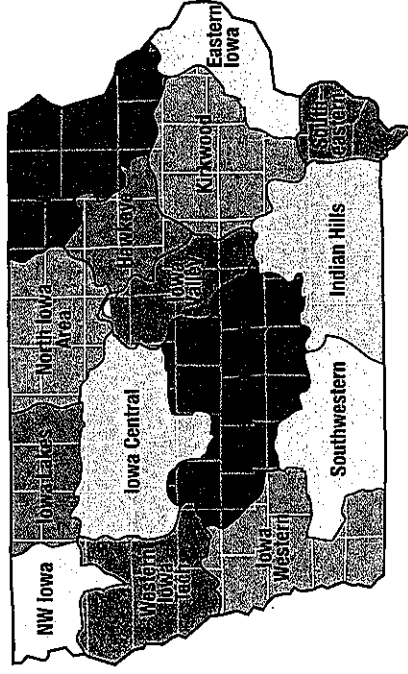
**Transportation, Distribution,
and Logistics**
Transportation Operations
Logistics Planning and
Management Services
Warehousing and Distribution
Center Operations
Facility and Mobile
Equipment Maintenance
Transportation Systems/Infrastructure
Planning, Management
and Regulations
Health, Safety and
Environmental Management
Sales and Service

Funded by a grant from the
National Science Foundation
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Pipeline Project
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Community College	Adult Literacy Contact Number
Northeast Iowa Community College	Calmar Campus 800-782-2256 ext. 311 Peosta Campus 800-728-6387 ext. 226 or 563-556-5110 ext. 226 Dubuque Center 563-557-8271 ext. 100
North Iowa Area Community College	6471-422-4362 or 1-888-GO NIACC ext. 4362
Iowa Lakes Community College	712-362-7231 or 800-252-5664
Northwest Iowa Community College	712-324-5061 ext. 119 (local) or 800-352-4907 ext. 119
Iowa Central Community College	Fort Dodge Center 515-574-1040 Storm Lake Center 712-749-5179
Iowa Valley Community College	641-844-5780 or 800-284-4823 ext. 5780
Hawkeye Community College	319-234-5745
Eastern Iowa Community College	Clinton Community College 563-244-7185 or toll free within the 563 area code, 800-637-0559 Muscatine Community College 563-288-6161 or 800-351-4669 Eastern Iowa Community College District 563-326-5319 or 800-895-0811
Kirkwood Community College	319-366-0142
Des Moines Area Community College	515-287-8700
Western Iowa Tech Community College	712-274-8733 ext. 1285 or 800-352-4649
Iowa Western Community College	800-432-5852 ext. 3266 or 712-325-3266
Southwestern Community College	800-247-4023 ext. 497 or 641-782-1497
Indian Hills Community College	Ottumwa SUCCESS Center 641-683-5238 or 800-726-2585 ext. 5238 Centerville SUCCESS Center 641-856-2143 ext. 2232 or 2207 or 800-670-3641 ext. 2232 or 2207
Southeastern Community College	West Burlington Campus 319-752-2731 Keokuk Campus 319-524-3221

GED Connection programs are made available by Iowa Public Television.



Visit www.readiowa.org

to find the closest community college
and begin your journey toward
a GED today!

GED On Demand: Learning -- To Go!
is made possible through the efforts of:



Iowa Department of Education
Division of Community Colleges
& Workforce Preparation

**Iowa Public
Television**

Mediacom



GED

ON DEMAND:

LEARNING -- TO GO!

**IOWA: LEADING THE
NATION IN GED PASS-RATE!**

WHAT YOU NEED TO KNOW ABOUT GETTING YOUR GED IN IOWA

WHAT IS THE GED?

The Iowa High School Equivalency Diploma (GED) certifies that a person has reached a high school level of academic knowledge and skills, no matter where or in what manner the individual learned them. The only way to receive a GED is to pass each of the five official GED Test Battery subtests: Science, Mathematics, Social Studies, Language Arts Writing and Language Arts Reading. These five tests also measure skills in communications, information processing, problem solving and critical thinking.

You can **ONLY** take the official GED Test Battery at an approved Iowa GED test center. There are no online or correspondence testing programs recognized by the General Educational Development Testing Service of the American Council of Education.

Special accommodations can be made for candidates with a documented physical, sensory, emotional or specific learning disability.

WHO CAN TAKE THE GED?

You may take the GED tests in Iowa if:

- You are at least 17 years of age or older
- You are not enrolled in high school
- You have not graduated from high school



WHAT IS MY FIRST STEP?

Iowa's 15 community colleges play an integral role in assisting Iowans wishing to earn their GED by offering pretests and customized instruction. Official practice tests and GED tests are administered through community colleges at multiple locations and various times during the day to help meet your needs.

The first step toward preparing for your GED is to connect with a community college in your area. A qualified, supportive instructor will help you determine how to begin preparing for the GED.

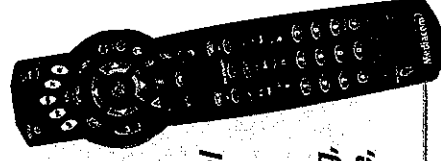
As part of your preparation, your instructor will offer you information about how to access GED On Demand, a service offered through Mediacom to help individuals prepare to take the GED tests. Using GED On Demand is not a substitute for working with your instructor, but rather is a way of enhancing your learning options. You will need to check with your on-site instructor periodically to determine your progress and your next steps in preparing for practice tests and, ultimately, your official GED test.

HOW DOES GED ON DEMAND WORK?

Once you have your starting point, you can combine study at a community college and study at home using GED On Demand. GED On Demand integrates GED Connection videos into the "On Demand" programming that Mediacom offers to Digital Cable customers in Iowa. This allows you to view GED Connection programs as many times as you want, whenever you want, for no extra charge. You may even pause, rewind and fast-forward as needed to help optimize your learning experience.

ACCESSING THESE PROGRAMS IS AS EASY AS 1-2-3.

- 1 **Go to Channel 1, Mediacom Local**
- 2 **Select GED On Demand**
- 3 **Choose from: Orientation, Writing, Reading, Social Studies, Science, or Mathematics.**

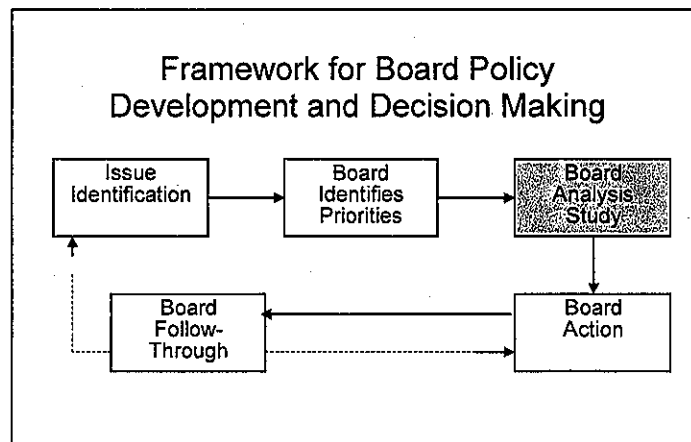


**STUDENTS MAY QUALIFY FOR DIGITAL CABLE
DISCOUNTS WHILE USING GED ON DEMAND!**

Iowa State Board of Education

Executive Summary

November 20, 2008



Agenda Item: Condition of Education Report

Iowa Goal: All K-12 students will achieve at a high level.

Equity Impact Statement: *The Annual Condition of Education Report* is a tool for educators and education stakeholders to not only better understand and assess our schools, but also plan and implement changes that ensure schools are meeting the ongoing needs of all students.

Presenter: Director Judy Jeffrey

Attachments: None

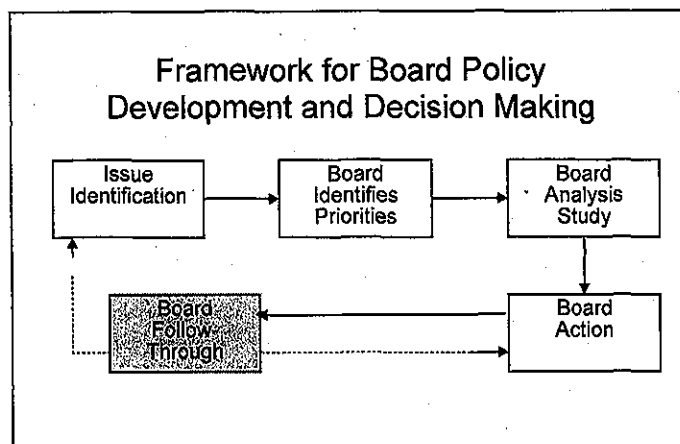
Recommendation: It is recommended that the State Board listen and discuss the information presented in this report.

Background: *The Annual Condition of Education Report* provides a wide range of Iowa education statistics and data. Included in the report is information on student and staff demographics, enrollment and enrollment trends, student achievement, district programs, and school finance. Information published in the report is intended to provide the citizens of Iowa a comprehensive look at the education system in Iowa. Iowa Department of Education director, Judy Jeffrey, will present highlights of the 2008 report.

Iowa State Board of Education

Executive Summary

November 20, 2008

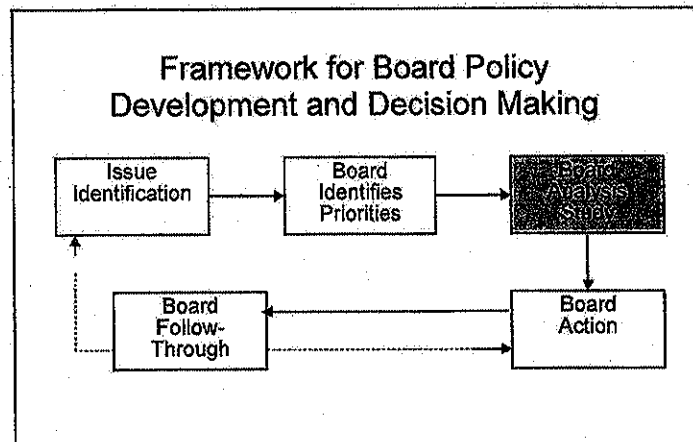


- Agenda Item:** Breaking Barriers to Learning and Teaching Awards
- Iowa Goal:** (2) All K-12 students will achieve at a high level.
- Equity Impact:** These awards recognize districts that have successfully implemented programs to decrease achievement gaps.
- Presenter:** State Board of Education
- Attachments:** None
- Recommendation:** It is recommended that the State Board participate in the presentation of the Breaking Barriers to Learning and Teaching Awards.
- Background:** The "Breaking Barriers to Teaching and Learning Award" was created by the State Board of Education to recognize school districts that have been successful in reducing achievement gaps by improving instruction, curriculum and programs, and professional development opportunities for school staff.
- Davenport, Fort Dodge, Keokuk, Marshalltown, Norwalk, and Waterloo community school districts will receive the award this year. Districts earned the award if they made significant improvement among a subgroup of students without allowing any other subgroup of students to decline. This award provides an opportunity to recognize these districts that have dedicated considerable resources to focus on helping struggling students.

Iowa State Board of Education

Executive Summary

November 20, 2008



Agenda Item: 2008-2009 State Board Policy Development Priorities and Master Calendar

Iowa Goal: All

Equity Impact Statement: The State Board's Policy Development/Leadership Agenda is designed to strengthen Iowa's education system and provide access to quality education for all students.

Presenter: Gail Sullivan
Chief of Staff

Attachments: 2

Recommendation: It is recommended that the State Board review and discuss the Policy Development Priorities and Master Calendar for the coming year.

Background: At the State Board Retreat in August, State Board members identified their Policy Development Priorities for 2008-2009. Department staff has reviewed the priorities and developed a proposal for addressing them on the State Board's Master Calendar during the coming year.

State Board of Education Policy Development / Leadership Agenda

**2008-2009
DRAFT**

Vision: Iowa students will become productive citizens in a democratic society, and successful participants in a global community.

Statement of Mission: Our Mission is to champion excellence for all Iowa students through leadership and service.

State Board Policy Development Priorities

Based on a discussion of 21st century schools, and the educational system that will be needed to prepare our students for the world of the future, four themes were selected as policy development priorities for 2008-2009. The themes are **Innovation, Engagement, Quality, and Expectations**. Following are brief notes from the Board's discussion of these issues at the State Board Retreat, and plans for addressing these priorities at board meetings throughout the coming year:

Innovation

Notes from Board discussion:

- 21st century skills – What do best practices look like in action?
- How do we promote innovation to meet changing needs? (Provide flexibility, share ideas, develop incentives, review charter schools, evaluate new approaches)
- School size/efficiency in operations (interaction with quality)
 - Year round schools
 - Four day school week
 - Move to instructional hours
- Incentives for utilizing new technologies

Master Calendar plan to address the theme of Innovation:

- Identify innovative programs to present to the Board (i.e. Sigourney Entrepreneurial Program) – February 2009
- Invite a school district to share how it is changing its practices with *Authentic Intellectual Work* – July 2009

- Visit a LEED (Leadership in Energy and Environmental Design) certified school – Iowa City School District, James Van Allen Elementary School in North Liberty (hold State Board Meeting in Iowa City) – September 2009
- Charter School renewal request – Storm Lake/Early College Charter. Ask charter school to describe their program, goals and objectives, and impact on student achievement – February 2009
- Update on Articulation and LACTS (Liaison Advisory Committee for Transfer Students); feature the partnership between Iowa Lakes Community College and the Engineering program at the University of Iowa on wind energy – July 2009

Engagement

Notes from Board discussion:

- How can the State Board engage people across the state to understand and own “quality”?
- Community Conversations -- How can we do a better job of bringing people to the table?
- Invite more “real people” who are implementing programs to appear before the State Board
- Partnerships – best practices to get parents engaged (i.e. using technology to get parents involved; creating a welcoming culture at the school)

Master Calendar plan to address the theme of Engagement:

- Schedule a series of community conversations across the state for the Director and State Board members to meet with members of communities to discuss how schools, parents and the community can work together to improve the quality of their schools and increase student achievement – schedule throughout 2009
- Plan State Board visits to school districts and programs when possible – November 2008, September 2009
- Invite teachers and administrators who are implementing programs to present to the State Board – throughout the year

Quality

Notes from Board discussion:

- How do we promote quality education regardless of the size of the district?
- How do we evaluate quality?
- Phase I and Phase II of the school accreditation system – Is there a better early warning system? Do we need legislative adjustments?

- Teachers / administrators
 - Salary
 - Different roles
 - How to address teacher shortages (especially ELL teachers)
- Impact of transportation costs on instruction
- Mandated writing assessment
 - Must be aligned with essential concepts and skills
 - Best practices – what are other states doing?
 - What would we do with this information to make sure quality improves (technical assistance, professional development)

Master Calendar plan to address the theme of Quality:

- Teacher Development Academies (TDAs) – Invite teachers to talk to the Board about how they have changed their teaching as a result of Teacher Develop Academies – December 2008
- Phase I Accreditation Visit – Provide an overview of the process – feature School Improvement Consultants – December 2008
- State Board Work Session – Discuss the Phase II Accreditation Visit process and early warning signs that a district may be having difficulty – December 2008
- K-12 Social Studies and 21st Century Skills – Approve essential concepts and skills – February 2009
- Iowa Core Curriculum – How does the Iowa Core Curriculum improve the quality of instruction? – April/May 2009
- Update on School Leadership Initiatives – November 2009
- Joint meeting with representatives of the Board of Educational Examiners (possible topic: teacher shortages) – December 2009

Expectations

Notes from Board discussion:

- What does technology mean for the schools of the future?
- What does a technology rich environment look like?
- Technology – how will this change instruction and how does it relate to quality, innovation, and engagement?

Master Calendar plan to address the theme of Expectations:

- Update on EdInsight – this statewide student data system provides the information necessary to assess student needs and increase expectations – September 2009
- Invite school districts to discuss innovative ways they are using technology (i.e. Waterloo Smart Boards, East Marshall Virtual Reality Lab, innovative technology grant recipients) – November 2009
- Online Learning – an update from Iowa Learning Online, AP Online, and the Community College Statewide Consortium – December 2008

MASTER CALENDAR

State Board of Education	Policy Development Agenda	Leadership & Advocacy Activities	Board Statutory Responsibilities	Information and Board Development
February 6, 2008	Authentic Intellectual Work Project Lead the Way	Legislative Reception – Advocacy for Board Priorities	Appeal Decision Carl D. Perkins Draft Plan Review Rules: Chapter 83 – Educator Quality Programs (Adopt) Rules: Chapter 17 – Open Enrollment (Adopt) Specially Accredited – Ankeny Christian Academy Nonpublic Accreditation – Gehlen Catholic Elementary Rules: Chapter 68 – Charter Schools (Notice)	Legislative Briefing – Preparation for Reception Introduce Ambassador for Education during Director's Report
March 11, 2008			Russell Community School District Report on Phase II Fiscal Review and Accreditation Visit	

MASTER CALENDAR

State Board of Education	Policy Development Agenda	Leadership & Advocacy Activities	Board Statutory Responsibilities	Information and Board Development
April 3-4, 2008	Iowa Core Curriculum Approval	Joint Meeting with AEA Governing Boards – Department and State Board Update Community College Condition of Education Report	<p>Appeal Decision</p> <p>Rules: Chapter 36 – Extracurricular Interscholastic Competition (Adopt)</p> <p>Rules: Chapter 68 – Charter Schools (Adopt)</p> <p>Rules: Chapter 12 – General Accreditation Standards (Adopt)</p> <p>Carl D. Perkins Plan (Adopt)</p> <p>AEA Budget Approval for 2008-2009</p> <p>Program Approval</p> <ul style="list-style-type: none"> Mt. Mercy Masters Program University of Northern Iowa Superintendent Preparation Program <p>Phase II Report and Recommendations</p> <p>Exempt Schools</p> <p>Accredited Nonpublic School Request to Add a Grade – Concordia Lutheran</p>	<p>Legislative Update</p> <p>Participation in AEA Conference Sessions</p>

MASTER CALENDAR

State Board of Education	Policy Development Agenda	Leadership & Advocacy Activities	Board Statutory Responsibilities	Information and Board Development
May 14, 2008	Update on Shared Efficiencies	Election of Officers	<p>Community College Certified Budget Report</p> <p>Community College Accreditation Report • Hawkeye CC</p> <p>Rules Chapter 103 – Corporal Punishment (Notice)</p> <p>Rules Chapter 56 – Entrepreneurs with Disabilities (terminate rulemaking and re-notice)</p> <p>Charter School Renewal</p> <p>Wartburg Practitioner Preparation Program Approval</p> <p>Nonpublic Accreditation – Grandview Park Baptist School</p>	<p>Legislative Update</p> <p>Iowa Vocational Rehabilitation Services State and Strategic Plan</p>

MASTER CALENDAR

State Board of Education	Policy Development Agenda	Leadership & Advocacy Activities	Board Statutory Responsibilities	Information and Board Development
<p>July 30 – August 1, 2008 Sioux City</p>	<p>What Other States are Doing on School Reorganization</p> <p>Update on Iowa Core Curriculum</p>	<p>Meet with Governor Culver about Education Priorities</p> <p>Joint Meeting with Iowa Association of Community College Trustees</p> <p>Participate in IACCT Annual Conference</p>	<p>Community College Accreditation Reports</p> <ul style="list-style-type: none"> Northeast Iowa CC <p>Rules: Chapter 56 – Entrepreneurs with Disabilities (Adopt)</p> <p>Rules: Chapter 21 – Community Colleges and Chapter 24 – Community College Accreditation (Notice)</p> <p>Rules: Chapter 84 – National Board Certification (Notice)</p> <p>Rules: Chapter 17 – Open Enrollment (Notice)</p> <p>Nonpublic Accreditation – Siouxland Community Christian School</p> <p>Nonpublic Accreditation – Willowwind School</p>	

MASTER CALENDAR

State Board of Education	Policy Development Agenda	Leadership & Advocacy Activities	Board Statutory Responsibilities	Information and Board Development
August 20-22, 2008	<p>STATE BOARD RETREAT</p> <p>2008 Update on Strategic Plan Measures of Success and Major Initiatives</p> <p>What Does It Take to Achieve 21st Century Schools?</p> <p>Identify State Board Policy Development Priorities</p> <p>Initial Discussion of Legislative Priorities</p> <p>Communication Plan</p>			
September 11, 2008	<p>Offers for FY 10 (Budget Request)</p> <p>Articulation Website (Regents)</p> <p>2007 Iowa Community College Performance Indicators Report</p>	State Board Legislative Agenda for 2009	<p>AEA Accreditation Report (AEA 14 and Great Prairie)</p> <p>Rules: Chapter 31 – Competent Private Instruction and Dual Enrollment (Notice)</p> <p>Rules: Chapter 103 – Corporal Punishment (Adopt)</p> <p>Practitioner Preparation Program Approvals</p> <ul style="list-style-type: none"> Waldorf College Maharshi University of Management 	<p>Community College FY 09 Tuition and Fees Report</p> <p>New Board member orientation session: Early Childhood Education</p>

MASTER CALENDAR

State Board of Education	Policy Development Agenda	Leadership & Advocacy Activities	Board Statutory Responsibilities	Information and Board Development
November 19-21, 2008	<p>Honors and Recognition – Breaking Barriers Awards</p> <p>Visit George Washington Carver Early Childhood Education Program</p> <p>Diversity Initiatives and Activities</p> <p>State Board Policy Development Agenda and Master Calendar</p>	<p>Condition of Education Report</p> <p>Joint Meeting with IASB Executive Board</p> <p>Participation at IASB Annual Conference</p>	<p>Rules: Chapter 21 and 24 – Community Colleges (Adopt)</p> <p>Rules: Chapter 84 – National Board Certification (Adopt)</p> <p>Rules: Chapter 17 – Open Enrollment (Adopt)</p>	
Dec. 11, 2008	<p>Teacher Development Academies – How They Have Changed Teaching Practices</p> <p>Phase I Accreditation Visit – An Overview of the Process</p> <p>Online Learning in Iowa</p>		<p>Rules: Chapter 31 – Competent Private Instruction (Adopt)</p> <p>Rules: Chapter 79 – Educator Preparation (Notice)</p> <p>Rules: Chapters 12 & 58 – Healthy Kids (Notice)</p> <p>Northwestern Educator Preparation Program Approval</p>	<p>State Board Work Session: Discuss Phase II Accreditation Visits</p>

MASTER CALENDAR

State Board of Education	Policy Development Agenda	Leadership & Advocacy Activities	Board Statutory Responsibilities	Information and Board Development
February 11, 2009	<p>Perkins IV Performance Measures</p> <p>2008 Iowa Community College Performance Indicators Report</p> <p>K-12 Social Studies and 21st Century Skills – Essential Concepts and Skills (Approve)</p> <p>Innovative Programs (i.e. Sigourney Entrepreneurial Program)</p>	<p>Legislative Reception – Advocacy for Board Priorities</p> <p>Community College Condition of Education Report</p>	<p>Rules: Senior Year Plus (Notice)</p> <p>Storm Lake/Early College Charter School Renewal Request)</p>	<p>State Board Work Session: School Finance in Iowa</p> <p>Legislative Briefing – Preparation for Reception</p> <p>Introduce Ambassador for Education during Director's Report</p> <p>Community College High School Enrollment Report</p>
April 30 / May 1, 2009	<p>Update on Iowa Core Curriculum</p> <p>Update on Voluntary Preschool Program for Four-Year Olds</p>	<p>Joint Meeting with AEA Governing Boards – Department and State Board Update</p>	<p>AEA Budget Approval for 2009-2010</p> <p>Community College Certified Budget Report</p> <p>Rules: Senior Year Plus (Adopt)</p> <p>Community College Accreditation Reports</p> <ul style="list-style-type: none"> • North Iowa Area • Iowa Central 	<p>Legislative Update</p> <p>Participation in AEA Conference Sessions</p> <p>Iowa Vocational Rehabilitation Services, State and Strategic Plan</p>
June 18-19, 2009	State Board Retreat			

MASTER CALENDAR

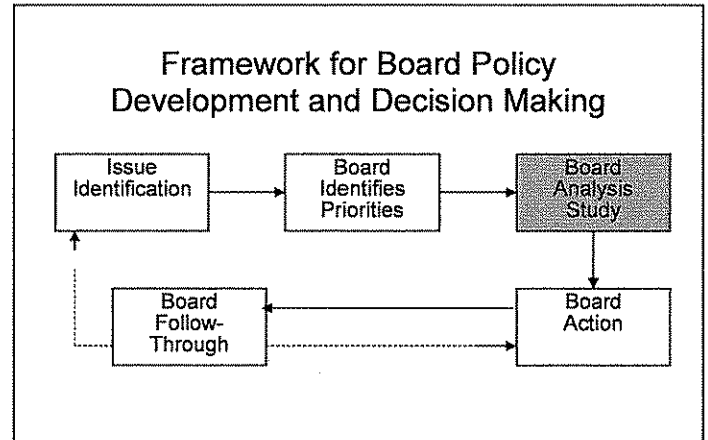
State Board of Education	Policy Development Agenda	Leadership & Advocacy Activities	Board Statutory Responsibilities	Information and Board Development
July 29-31, 2009 Ft. Dodge	Changing Practices – 21 st Century Skills/Authentic Intellectual Work (presentation by a school district) Update on Articulation and LACTS (including wind energy partnership)	Joint Meeting with Iowa Association of Community College Trustees Schedule a Community Meeting	Iowa Lakes Community College Accreditation Report	Participation in IACCT Annual Conference
September 10, 2009 Iowa City	Offers for FY 11 (Budget Request) Energy Efficiency in Schools (visit LEED certified school in Iowa City School District) EdInsight – Update on New DE Data Systems	State Board Legislative Agenda for 2010 Schedule a Community Meeting		Community College FY 10 Tuition and Fees Report
November 18-20, 2009	Honors and Recognition: Breaking Barriers Awards Innovative Uses of Technology (Waterloo Smart Boards, East Marshall Virtual Reality Lab, technology grant recipients) Update on School Leadership Initiatives	Condition of Education Report Joint Meeting with IASB Executive Board		Participation in IASB Conference

MASTER CALENDAR

State Board of Education	Policy Development Agenda	Leadership & Advocacy Activities	Board Statutory Responsibilities	Information and Board Development
December 10, 2009	Meet with Representatives from the Board of Educational Examiners			

Iowa State Board of Education

Executive Summary
November 20, 2008



- Agenda Item:** 2008 Iowa Community Colleges Fall Enrollment Report
- Iowa Goal:** (3) Individuals will pursue postsecondary education in order to drive economic success.
- Equity Impact Statement:** Community colleges support open access to students.
- Presenters:** Roger Utman, Ph.D., Administrator
Division of Community Colleges and Workforce Preparation
- Tom Schenk, Consultant
Institutional Effectiveness and Accountability
Bureau of Community Colleges and Career and Technical Education
- Attachments:** 1
- Recommendation:** It is recommended that the State Board hear and discuss this information.
- Background:** This report serves as a demonstration of the capabilities of the community college MIS (Management Information System). Iowa's 15 community colleges electronically transmitted the fall 2008 enrollments to the Department of Education on the 10th business day of the fall semester. All data in the attached report, except where noted, are taken from the Department of Education's fall 2008 MIS electronic data files and were confirmed by the community college transmittal sheet.

FALL ENROLLMENT REPORT 2008



COMMUNITY COLLEGES &
WORKFORCE PREPARATION

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**BUREAU OF COMMUNITY COLLEGES AND
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Executive Summary

The Iowa Department of Education collects enrollment information from all 15 community colleges on the 10th business day of the fall semester. This report summarizes several aspects of community college enrollment. Some of the highlights of this report are:

- Enrollment grew to a record high of 88,104 (Table 1).
- Year-to-year growth was 1.2 percent, which is below the typical rate of growth (Figure 1).
- A majority of the students enrolled in the fall semester were part-time—enrolled in less than 12 credits (Table 1).
- Credit hours increased 1.8% since last year (Table 3).
- Students have enrolled in a total 838,304 credit hours this fall (Table 3).
- Average credit hours per student rose slightly to 9.51 credit hours (Table 2).
- Females represented 56 percent of fall enrollment (Figure 2).
- The average age for students was 22.5 years-old, while the median age was 19 (Figure 3).
- Race/ethnic minorities comprised 11 percent of fall enrollment (Figure 4).
- Career and technical education and college parallel programs saw a slight increase in enrollment since last year (Figure 6).
- Health sciences is the largest career cluster, followed by business management and administration and manufacturing (Figure 9).
- Enrollment of high school students grew 0.9 percent. (Table 5)
- This fall, 22,971 high school students are enrolled for college credit at Iowa's community colleges (Table 5).
- On average, high school students enrolling in college courses enroll in 5.05 credit hours (Table 5).
- Fall 2009 enrollment was in-line with department enrollment projections (Table 6).
- Enrollment is expected to increase approximately 2 percent next fall based on current conditions (Table 6).

About this Report:

This report summarizes fall enrollment in Iowa's community colleges. Every year Iowa's 15 community college districts submit data on students enrolled on the 10th day of the fall semester.

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Fall Enrollment

Fall enrollment grew 1.2 percent to a record high of 88,104 unduplicated students in fiscal year 2009 (Table 1). College enrollment has grown for 11 consecutive years since enrollment slipped in fiscal year 1997. In the 44-year history of the modern community college system, enrollment has only fallen four times (Figure 1).

Enrollment growth was slightly slower than prior years. In 2006, enrollment grew over three percent, while enrollment grew 2.5 percent last year. Nevertheless, enrollment growth is outpacing the projected nationwide growth in community colleges (Hussar and Bailey, 2008: Table 16).

For the second consecutive year, part-time enrollment exceeded full-time enrollment. Slightly over half, 50.9 percent, of students are enrolled in less than 12 credit hours. Last year, part-time enrollment exceeded full-time enrollment for the first time. The shift represents growing enrollment by working students and joint enrollment—high school students who enroll in community colleges..

Nationally, part-time enrollment at public two-year colleges has exceeded full-time enrollment for more than

- Enrollment grew to a record high of 88,104
- Year-to-year growth was 1.2 percent, which is below the typical rate of growth.
- Most students were part-time students—enrolled in less than 12 credits.

15 years. In 2006, part-time students exceeded full-time students by 60 percent (Hussar and Bailey, 2008: Table 16).

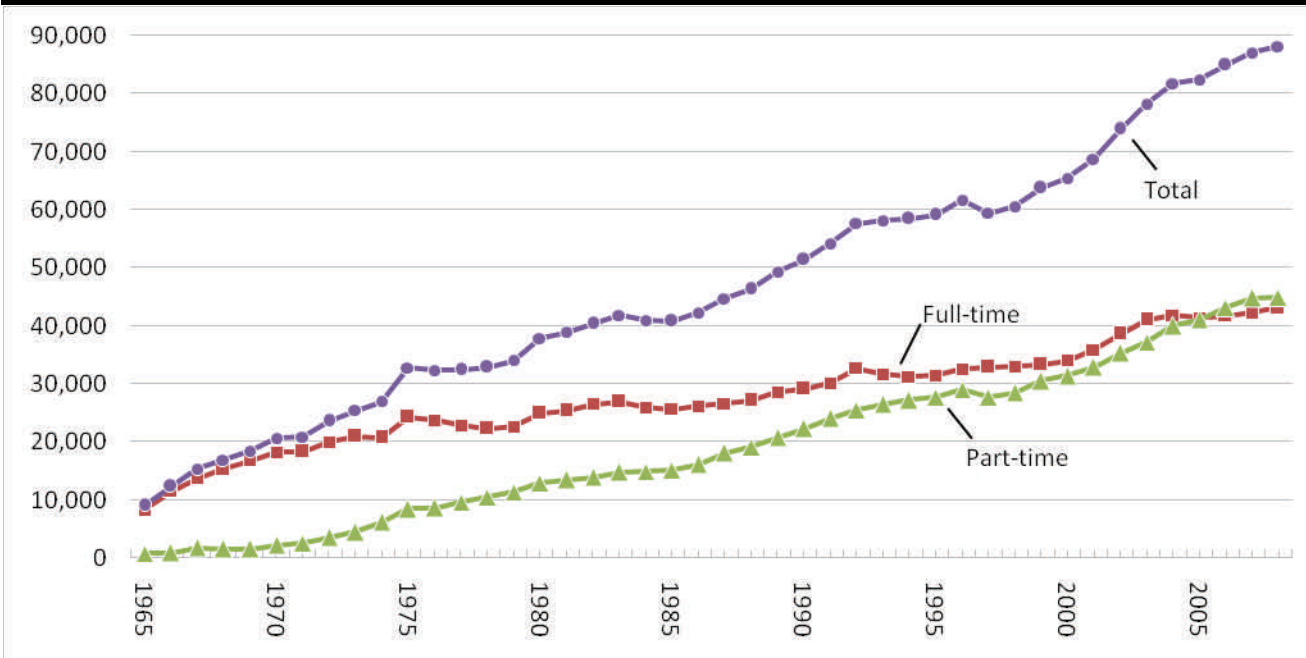
Iowa's enrollment growth has traditionally been consistent. Enrollment decreased four times—1976, 1983, 1984, and 1997—during the entire 44-year history. Full-time enrollment decreased nine times over the same period while part time enrollment only fell twice.

The remainder of this report will break down credit enrollment by credit hours, student demographics, the programs in which students are enrolled, how the programs break down demographically, and joint enrollment.

Table 1 – Fall Enrollment by College and Attendance Status: 2008

College	Attendance Status			1-year Change
	Full-time	Part-time	Total	
Northeast	2,107	2,649	4,756	(1.0%)
North Iowa Area	1,855	1,630	3,485	6.5%
Iowa Lakes	1,582	1,477	3,059	(3.5%)
Northwest Iowa	599	657	1,256	(2.5%)
Iowa Central	2,714	3,019	5,733	0.0%
Iowa Valley	1,597	1,389	2,986	6.6%
Hawkeye	3,335	2,430	5,765	(0.7%)
Eastern Iowa	3,238	3,737	6,975	(4.8%)
Kirkwood	8,274	6,946	15,220	1.0%
Des Moines Area	7,428	11,267	18,695	2.0%
Western Iowa Tech	2,095	3,330	5,425	4.5%
Iowa Western	3,095	2,547	5,642	6.5%
Southwestern	696	772	1,468	0.3%
Indian Hills	2,719	1,508	4,227	1.3%
Southeastern	1,875	1,537	3,412	1.8%
Total	43,209	44,895	88,104	1.2%

Note: Students enrolled in 12 or more credit hours are counted as full-time. Negative values shown in parentheses Each "I" denotes 1,000 students.

Figure 2 – Fall Enrollment by Status: 1965-2008

Year	Full-time	Part-time	Total	Year	Full-time	Part-time	Total
1965	8,269	841	9,110	1987	26,571	18,132	44,703
1966	11,541	878	12,419	1988	27,192	19,144	46,336
1967	13,667	1,744	15,411	1989	28,614	20,737	49,351
1968	15,373	1,533	16,906	1990	29,102	22,326	51,428
1969	16,831	1,596	18,427	1991	30,095	24,065	54,160
1970	18,188	2,221	20,609	1992	32,715	25,477	57,652
1971	18,309	2,535	20,844	1993	31,711	26,462	58,173
1972	19,984	3,606	23,590	1994	31,297	27,217	58,514
1973	20,952	4,500	25,452	1995	31,417	27,694	59,111
1974	20,770	6,222	26,992	1996	32,602	29,040	61,642
1975	24,324	8,468	32,792	1997	32,889	27,731	59,414
1976	23,762	8,602	32,364	1998	33,048	28,431	60,620
1977	22,888	9,589	32,477	1999	33,283	30,526	63,809
1978	22,337	10,523	32,860	2000	34,047	31,426	65,473
1979	22,610	11,441	34,051	2001	35,857	32,933	68,790
1980	24,972	12,897	37,869	2002	38,660	35,287	73,947
1981	25,416	13,484	38,900	2003	41,028	37,253	78,281
1982	26,551	13,881	40,432	2004	41,778	40,025	81,803
1983	26,957	14,863	41,820	2005	41,435	41,064	82,449
1984	25,999	14,954	40,953	2006	41,759	43,202	84,961
1985	25,667	15,191	40,858	2007	42,307	44,765	87,072
1986	26,195	16,095	42,290	2008	43,209	44,895	88,104

Sources: Iowa Department of Education, Area College and Community College Fall Term Enrollment Reports, except 1997-1999 where data was drawn from the Iowa College and University Enrollment Report prepared by Jerald Dallum of the University Iowa.

Credit Hours

Students this fall have enrolled in 838,304 credit hours, which is more credit hours than last fall. Clearly, students will be enrolled in more credit hours simply because there are more students. However, the percent change in credit hours, 1.8 percent, has outpaced the percent change in students, 1.2 percent (see Table 1).

Table 2 lists the average credit hours per student since 2005. Students enrolled in just over 9.5 credit hours in the fall semester, which rose slightly from last year. Since 2005,

- Credit hours increased 1.8% since last year.
- Students have enrolled in a total 838,304 credit hours this fall
- Average credit hours per student rose slightly to 9.51 credit hours.

Table 2 – Average Credit Hours: 2008

Fiscal Year	Average Credit Hours per Student
2005	9.75
2006	9.63
2007	9.51
2008	9.46
2009	9.51

Note: Each "I" represents 0.25 credit hours.

the average credit hours dropped, which is primarily attributable to the rise of part-time students mentioned in the previous section (see Figure 1).

Each credit hour represents at least 800 minutes of scheduled work for a classroom course; 1,600 minutes for a laboratory course; 2,400 minutes for clinical work; and 3,200 minutes of work experience. Typically, classes at community colleges vary between three and six credit hours. A full-time student must take at least 12 credit hours a semester, which is at least 9,600 classroom hours a semester.

Table 3 – Fall Credit Hours by College and Attendance Status: 2008

College	Attendance Status			1-year Change
	Full-time	Part-time	Total	
Northeast	30,019	14,898	44,917	1.9%
North Iowa Area	26,386	8,503	34,889	9.5%
Iowa Lakes	24,708	7,746	32,454	0.3%
Northwest Iowa	9,641	3,309	12,950	(1.4%)
Iowa Central	40,060	15,530	55,590	2.6%
Iowa Valley	23,505	6,883	30,388	5.6%
Hawkeye	47,266	12,822	60,088	(0.9%)
Eastern Iowa	43,710	20,914	64,623	(4.1%)
Kirkwood	114,328	37,970	152,298	(1.3%)
Des Moines Area	100,354	61,193	161,547	4.3%
Western Iowa Tech	28,936	17,832	46,768	5.1%
Iowa Western	44,367	14,245	58,611	7.6%
Southwestern	10,248	4,132	14,380	(4.0%)
Indian Hills	27,964	6,027	33,991	0.3%
Southeastern	26,348	8,463	34,811	1.9%
Total	597,839	240,465	838,304	1.8%

Note: Students enrolled in 12 or more credit hours are counted as full-time. Negative values shown in parentheses. Each "I" denotes 5,000 credit hours.

Student Demographics

In terms of demographics, the composition of community college students did not substantially change since last year. Just over 56 percent of students were female (Figure 2), which is consistent with state and national trends in community colleges and four-year colleges (U.S. Department of Education, 2007: Table 181).

In Iowa's community colleges, females are heavily represented in college parallel and health sciences (a part of Career & Technical Education) programs (see Figure 7). Moreover, health science is Iowa's largest CTE program, so any slight gender imbalance will impact statewide numbers.

Females have outnumbered males nationally in higher education since 1980. In Iowa, females have outnumbered males since the Iowa Department of Education began collecting data.

The average age is 22.5 years-old (Figure 3), which is slightly less, but consistent with the nationwide average of 23.7 (Provasnik and Planty, 2008). However, a more accurate description is the median age. In 2008, the median age is 19 years-old. Nationally, the median age for students at public two-year institutions is 21 years-old. Most students in community college are between 16 and 23 years-old.

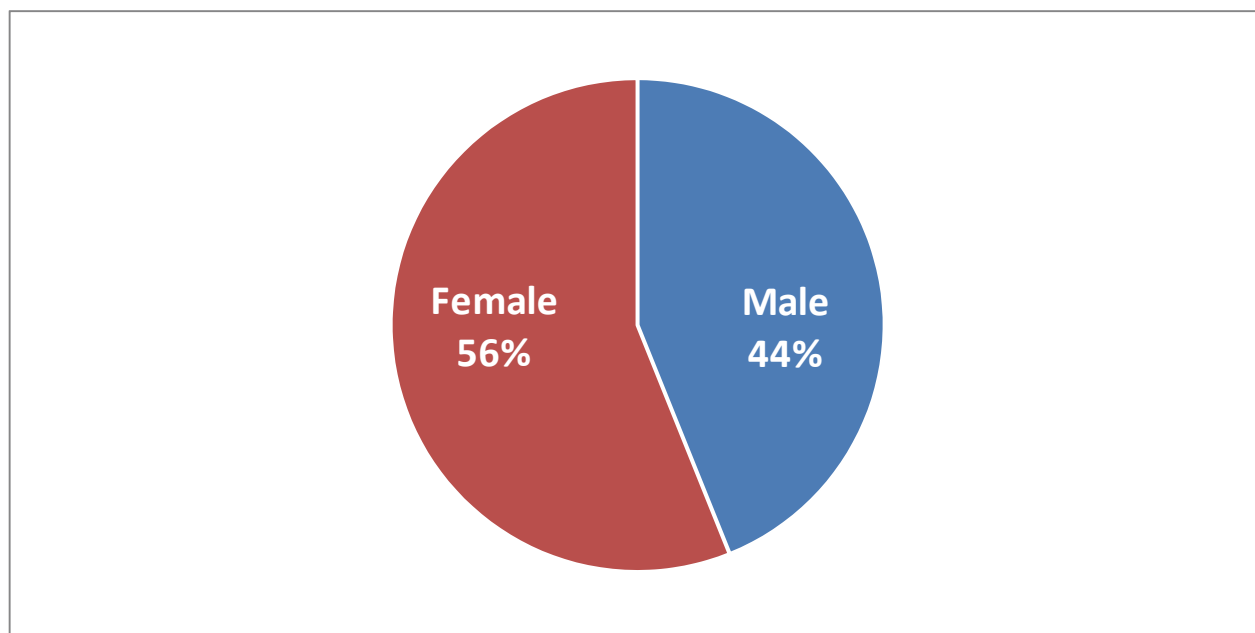
- Females represented 56 percent of fall enrollment.
- The average age for students was 22.5 years-old, while the median age was 19.
- Minorities comprise 11 percent of fall enrollment.

Community colleges also serve a large share of nontraditional students who are older than 24 years-old. This fall, 25 percent of enrollees are nontraditional students. According to the most recent national data, 42 percent of enrollment in public 2-year colleges are nontraditional students (U.S. Department of Education, 2007: Table 181).

Most students are white (89 percent). Minorities comprise 11 percent of enrollment (Figure 4). Blacks are the largest minority group, but, as mentioned in prior reports (e.g., Iowa Department of Education, 2008b), Hispanics are the fastest growing minority group.

There is also a higher percentage of minorities in community colleges than in the state population. The U.S. Census (2008) estimates ten percent of Iowans are non-white. Community colleges typically serve a higher proportion of minorities, but direct national comparisons

Figure 2 – Enrollment by Gender: 2008

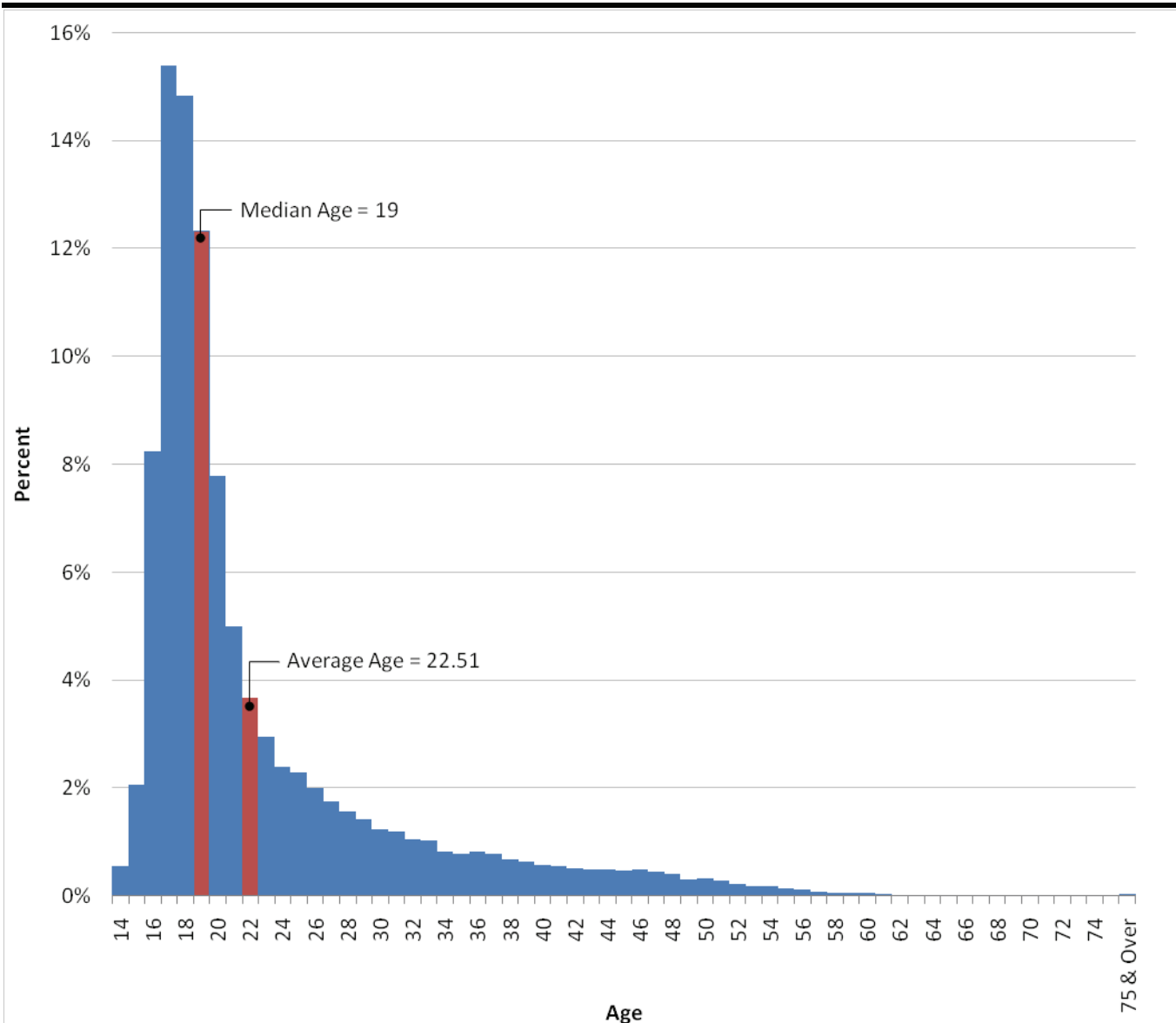


are difficult since many other states are significantly more diverse in racial and ethnic backgrounds

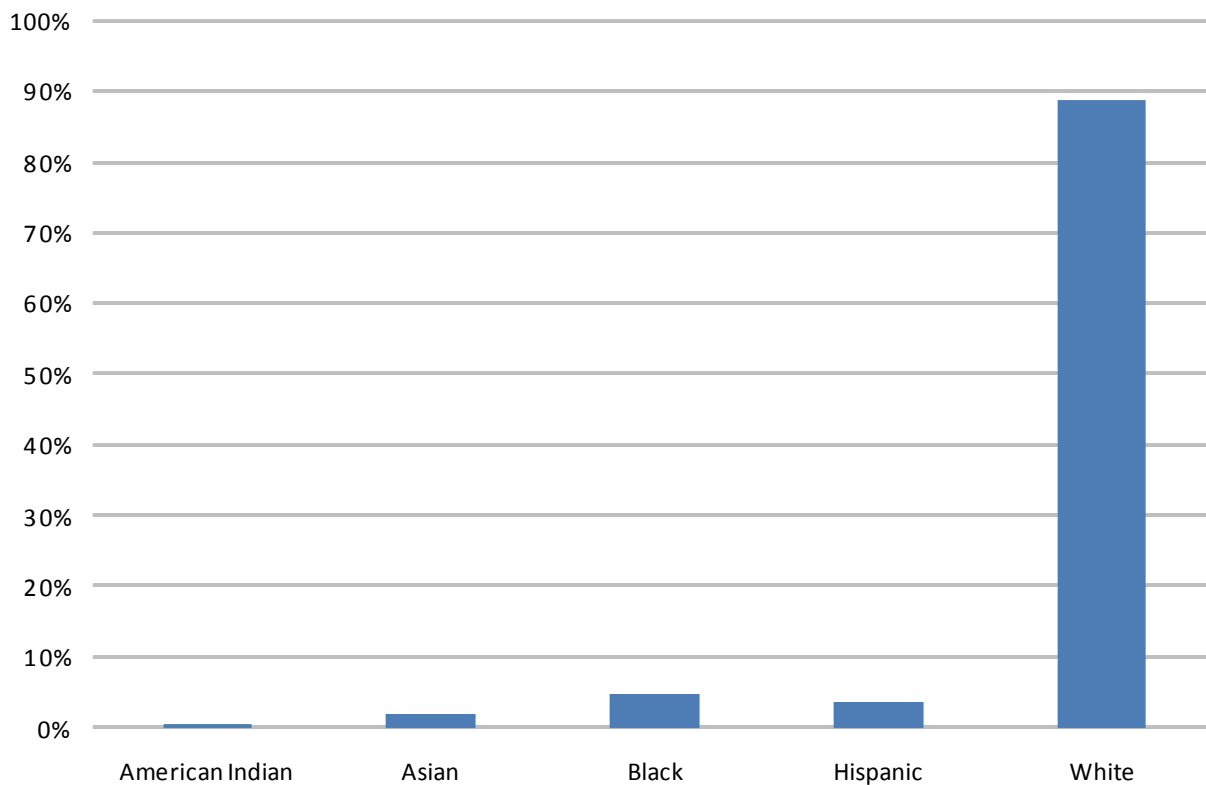
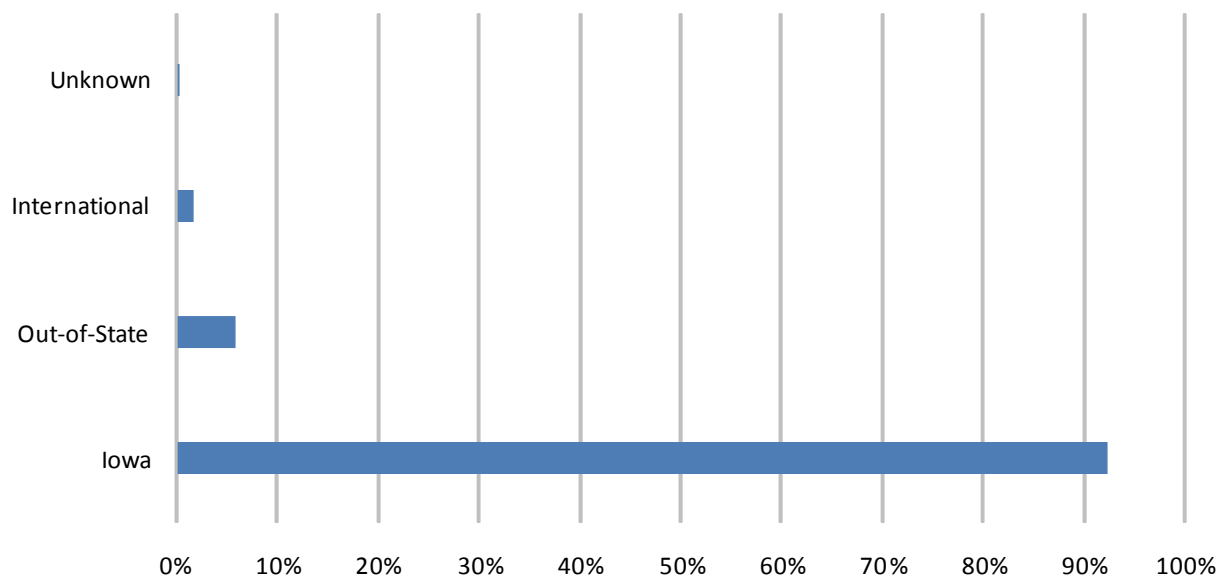
Finally, most students are residents of the state of Iowa, which has been a common trend ever since the department started collecting data in 1998 (Figure 5).

Figure 4 illustrates enrollment by race/ethnicity. As seen from the distribution white students represent 89 percent of all students who reported race/ethnicity, and the students with a minority racial/ethnic background represent 11 percent correspondingly. Of all students, 6.58 percent did not report race/ethnicity and 0.1 percent reported it as “unknown”.

Figure 3 – Age Distribution: 2008



Note: The population standard deviation was 8.2 years. Ages 75 and over were combined into a single data point. There were 552 missing data points, which included respondents with incorrectly reported ages.

Figure 4 – Enrollment by Ethnicity: 2008**Figure 5 – Enrollment by Residency: 2008**

Program Type

Community colleges offer several broad categories of programs:

- College parallel programs contain classes that articulate to a four-year university.
- Career option programs let students articulate to a four-year university or enter into a career field after graduation.
- Career and technical education (CTE) programs prepare students for the workforce.

College parallel remains the largest program during the current fall semester. This fall, 57 percent (50,977) of students were enrolled in college parallel programs while 35 percent were in CTE programs (Figure 5). Nationally, at least 41 percent of enrollments in two-year institutions are in CTE programs (Levesque et al., 2008).

All of the program types have steadily increased since 2006. College parallel is still the largest program, followed

- Career & technical education (CTE) and college parallel programs saw a slight increase in enrollment since last year.
- Career option has the highest proportion of minorities, followed by college parallel, and CTE.

by CTE. Since 2006, college parallel programs grew 4.2 percent to 50,977 students. Meanwhile, CTE programs grew 3.8 to 30,822. Neither program substantially grew between 2007 and 2008 since overall enrollment growth was limited.

Most programs have seen growth since 2003 (Figure 6), however, career option programs enrolled fewer males and have seen no growth of females. Meanwhile, college parallel programs grew the most in headcounts for both males and females.

Black students are the largest minority group participating in college parallel, career option, CTE, and a combination of programs (Figure 7).

Twelve percent of career option enrollments are minority students. Meanwhile, ten percent of college parallel enrollment are minorities and nine percent of CTE enrollments are either American Indian, Asian, Black, or Hispanic.

Table 4 – Enrollment by Program: 2008

Program	2008
College Parallel	50,977
Career Option	5,367
Career & Technical	30,882
Combination	878

Figure 6 – Enrollment by Program Type: 2008

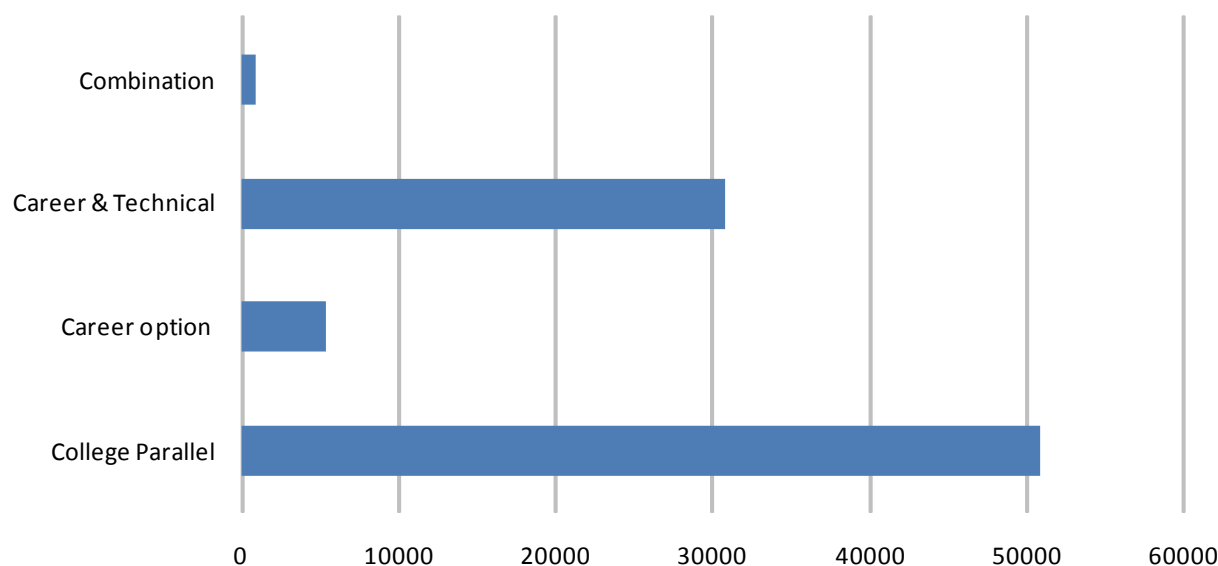
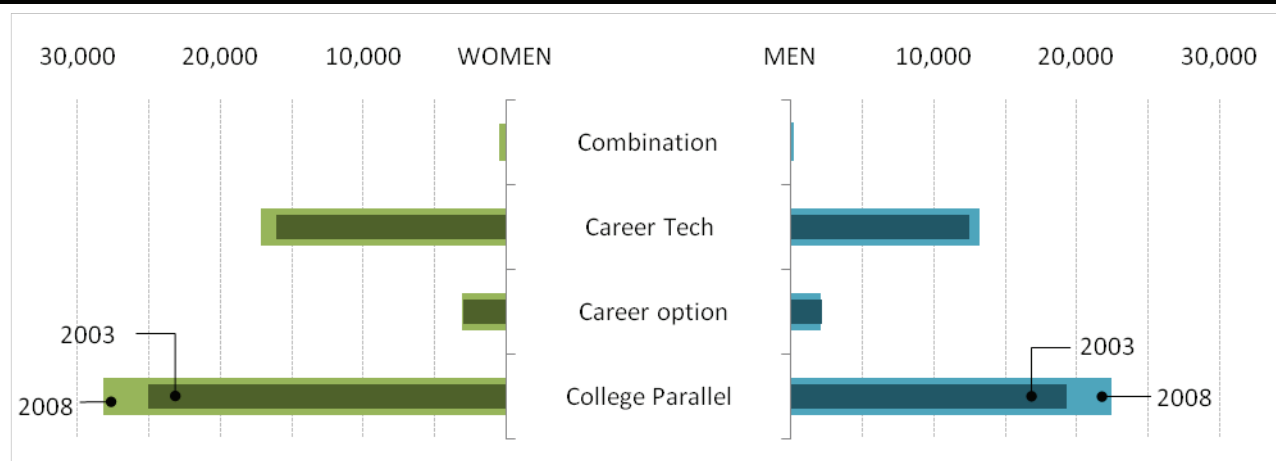
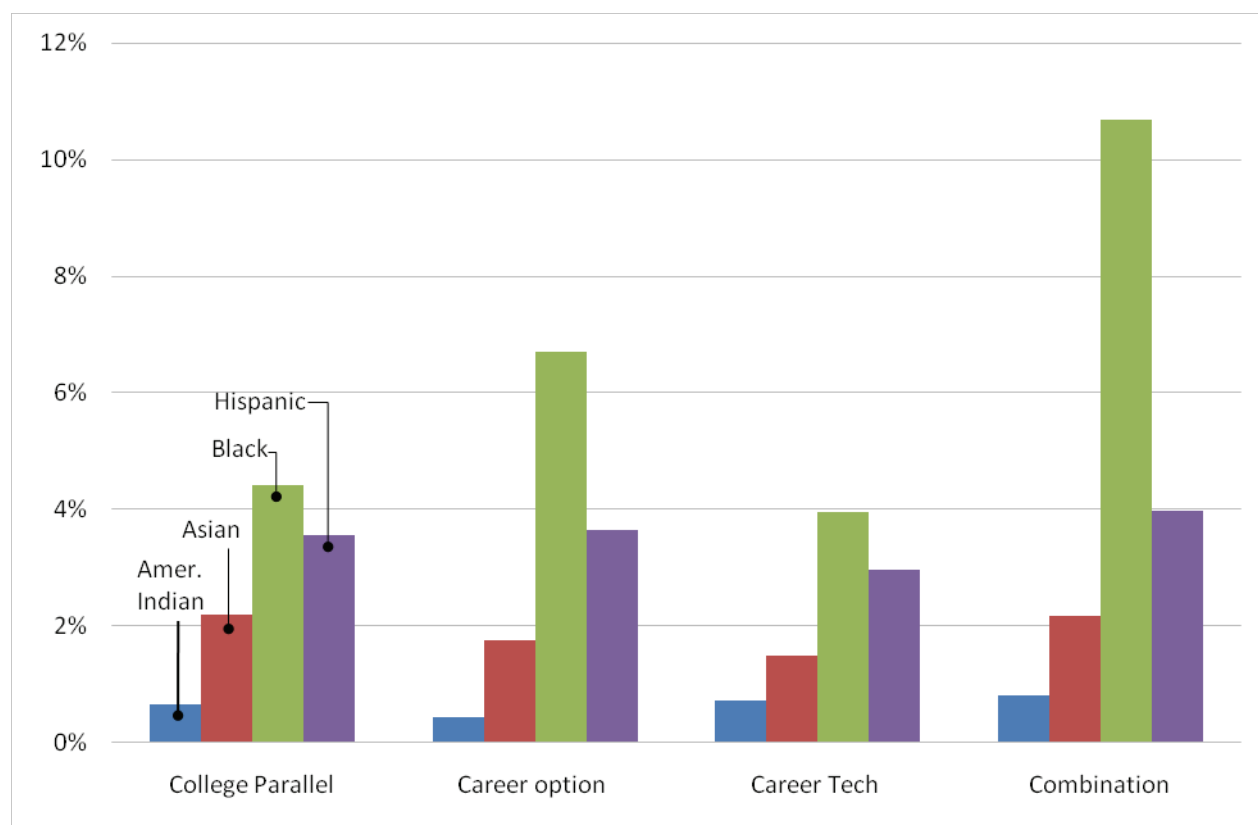


Figure 7 – Program Type Enrollment by Gender: 2003-2008**Figure 8 – Program Type Enrollment by Minorities: 2008**

Career Clusters

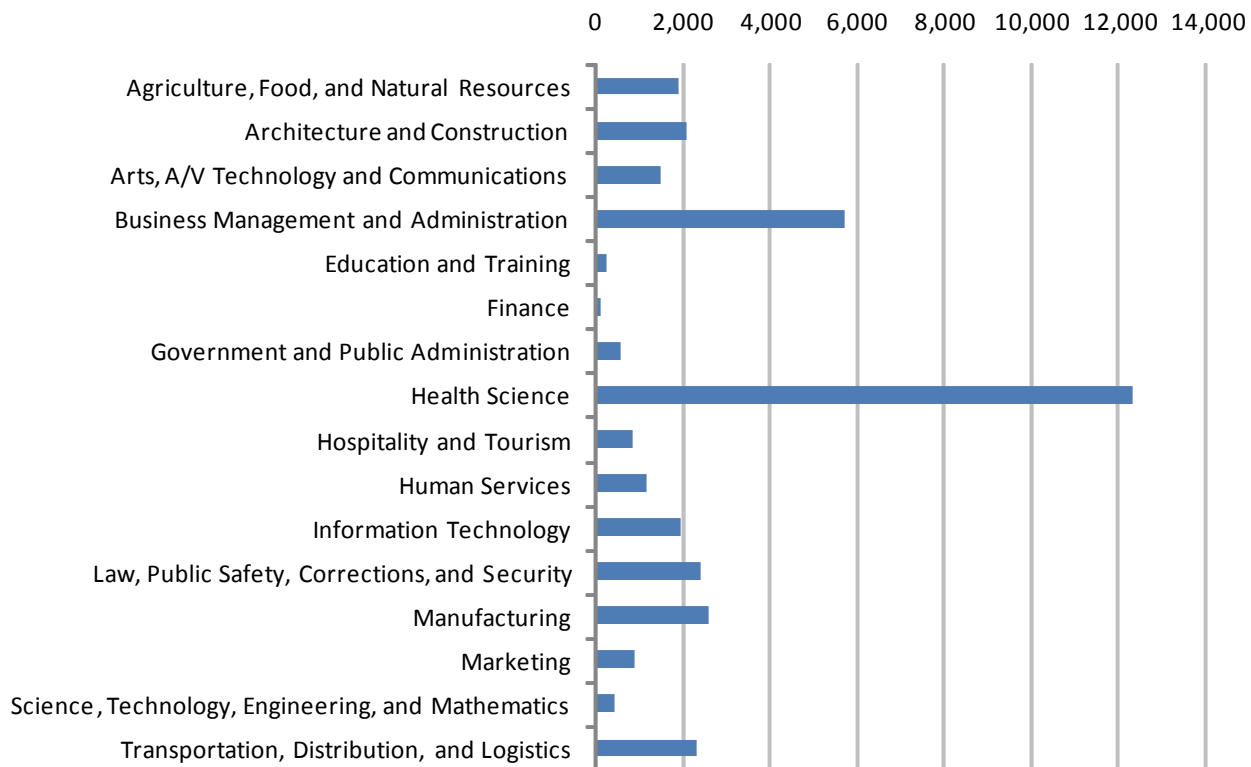
Enrollment in CTE programs can be broken down to specific areas of study. Health science remains the largest career cluster in the community colleges, followed by business management and administration and manufacturing. Unfortunately, the U.S. Department of Education groups education programs by different standards that do not directly align to Iowa's data.

As mentioned earlier, females comprise a majority of health sciences. Meanwhile, business management & administration programs and manufacturing are primarily composed of males.

The Iowa Department of Education will report CTE programs by the 16 career clusters. Each student major aligns to a career cluster with other similar programs. Page 13 lists all of the career clusters with a brief description. Information on career clusters can be obtained from www.careerclusters.org.

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- Health sciences is the largest career cluster.
- Business Management & Administration is the second largest, followed by Manufacturing.

Figure 9 – Enrollment by Career Clusters: 2008





The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.



Careers in designing, planning, managing, building and maintaining the built environment.



Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.



Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.



Planning, managing and providing education and training services, and related learning support services.



Planning, services for financial and investment planning, banking, insurance, and business financial management.



Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.



Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.



Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.



Preparing individuals for employment in career pathways that relate to families and human needs.



Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.



Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.



Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.



Planning, managing, and performing marketing activities to reach organizational objectives.



Planning, managing, and providing scientific research and professional and technical services including laboratory and testing services, and research and development services.



Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

High School Students

Community colleges offer joint enrollment options to high school students who can earn college credit toward a one or two-year degree or transfer to a four-year institution. There are several options available for students, including Postsecondary Enrollment Option (PSEO), contracted courses between high schools and community colleges, career academies, and tuition.

Table 5 lists the total for all joint enrollment programs mentioned above. Joint enrollment grew 0.9 percent since last fall to 22,971 students. Joint enrollment accounts for 26.1 percent of overall enrollment and 116,082 credit hours of the total 838,304 credit hours this fall. On average, joint enrollees are taking 5.05 credit hours this semester.

According to the most recent study released by the U.S. Department of Education, 813,000 students enrolled in

- High school student enrollment grew 0.9 percent.
- 22,971 high school students are enrolled for college credit at Iowa's community colleges.
- On average, students enroll in 5.05 credit hours.

joint enrollment programs in the United States—roughly five percent of all high school students (Kleiner and Lewis, 2005).

Later this year, the Iowa Department of Education will release a more comprehensive report on joint enrollment in its annual *Iowa Community Colleges High School Enrollment Report*.

Table 5 – Joint Enrollment by College: 2008

College	Unduplicated Enrollment	Percent of All Students	Credit Hours	Average Credit Hours per Student
Northeast	2,018	42.4%	14,466	7.17
North Iowa Area	1,003	28.8%	5,064	5.05
Iowa Lakes	1,047	34.2%	5,248	5.01
Northwest Iowa	496	39.5%	2,766	5.58
Iowa Central	2,415	42.1%	13,088	5.42
Iowa Valley	752	25.2%	3,865	5.14
Hawkeye	1,103	19.1%	4,684	4.25
Eastern Iowa	1,196	17.1%	4,881	4.08
Kirkwood	2,147	14.1%	8,586	4.00
Des Moines Area	5,324	28.5%	26,486	4.97
Western Iowa Tech	1,834	33.8%	8,510	4.64
Iowa Western	1,566	27.8%	8,851	5.65
Southwestern	516	35.1%	2,580	5.00
Indian Hills	885	20.9%	3,978	4.49
Southeastern	669	19.6%	3,029	4.53
Total	22,971	26.1%	116,081	5.05

Note: High school student includes Postsecondary Enrollment Option, contract courses, and tuition paying students. For the student count, each "I" denotes 500 students; for percentage of all student, each "I" denotes 10 percent; for credit hours, each "I" denotes 1,000 hours; finally, for average credit hours per student, each "I" denotes 0.25 hours.

Enrollment Projections

Community college enrollment was in line with the department's projections. Enrollment was forecasted to grow 1.3 percent in 2009, compared to a 1.2 percent increase. Projected and actual enrollment forecasted a relatively slower rate of growth compared to the five-year historical average of 2.4 percent. However, enrollment growth is projected to increase based on the most recent data available.

Enrollment is projected to rise through 2013. Next year, enrollment is projected to rise two percent, almost twice the rate of 2009's growth. Thereafter, the growth rate is projected to slip back to 1.8 and 1.7 percent per year.

Iowa's enrollment is projected to outpace overall growth of community colleges in the United States.

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- Fall 2009 enrollment was in-line with projected enrollment
- Enrollment is expected to increase 2 percent next fall based on current conditions.

Hussar and Bailey (2008) estimate community colleges will grow 1.1 percent this year and 0.8 percent next year.

Enrollment projections were developed by the Department of Education in late 2008. The forecasts account for prior year enrollment, a forecast of high school students (Iowa Department of Education, 2007), U.S. gross domestic product (GDP) (Congressional Budget Office, 2008), and Iowa unemployment rate. Since there is no formal forecast of Iowa's unemployment rate, a forecast was formed from the prior relationship between U.S. GDP and Iowa's unemployment rate.

Enrollment forecasts are subject to change depending on population fluctuations and economic conditions. For instance, a recession may increase enrollments above projected levels while an outward migration of high school students may decrease actual enrollment.

Table 6 – Projected Enrollment: 2008-2012

Year	Actual Enrollment	Predicted Enrollment	Upper Estimate	Lower estimate	Predicted Percent Gain
2008	88,104	88,182	90,943	85,421	1.3%
2009		89,920	94,441	85,398	2.0%
2010		91,709	97,631	85,787	2.0%
2011		93,369	100,459	86,280	1.8%
2012		94,969	103,070	86,869	1.7%

Note: Projections are based on previous year enrollment, high school enrollment, real U.S. gross domestic product (GDP), and Iowa unemployment rate.

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